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
Spring Lake Elementary School	57 72710 0138180	4-20-21	June 3, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

N/A

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Spring Lake Elementary will effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state and local programs by collecting data points from a variety of sources, conducting surveys to students, staff and families, and gathering this information in the form of a "Needs Assessment." This will be done with the students, staff members, parent groups, the School Site Council, English Learner Advisory Council (ELAC), and some district staff members. Through this collective feedback and voices of our stakeholders, we summarized the list of professional development, activities, strategies and events that will align to our LCAP goals next year. We will align funds to help support the goals, and communicate the School Plan out to our parent, staff and student communities.

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

Spring Lake Elementary School's Site Council meets at least 8 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Spring Lake Elementary. Including ELAC (English Learner Advisory Committee) , School Site Council, staff members and students. Each meeting included a review of local data as applicable. Additionally, informal needs assessments occurred on a frequent basis through conversations with leadership groups of parents and staff, as well as staff, students and the school community.

Student input was gathered through a survey focused on Social Emotional Learning, of which 144 students in grades 3rd through 5th grades responded. Student focus groups were created, with a balanced representation of student groups. 43 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing surveys and local data. Students identified the after-school activities as an area of need for Social Emotional Learning time together, as well as enrichment opportunities open to any students who want to participate. Students then collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on April 19, 2021, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted on February 2021 with our parent community, as well as a staff survey and discussion on April 14, 2021; conducting a review of this year's students' performance data in iReady reading and math, and identified math as an area of need, and proposed actions and strategies to support these needs. Areas of concern included within this document are after-school programs/activities for SEL (from the student focus groups) and more STEAM and Project Based Learning training for staff.
Needs assessment meetings were also held with ELAC on March 11, 2021 and with School Site Council on March 16, 2021. The priorities from these meetings were: Social Emotional Learning and more STEAM activities and the strategies/activities for these are included in this document.

School site council reviewed the plan on March 16 and April 20, 2021. We considered recommendations and feedback from all groups, and finalized/approved the SPSA on 4-20-21.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	1.18%	1.69%		2	4
African American	%	2.94%	2.97%		5	7
Asian	%	13.53%	13.14%		23	31
Filipino	%	0.59%	0.42%		1	1
Hispanic/Latino	%	34.71%	27.97%		59	66
Pacific Islander	%	1.18%	0.42%		2	1
White	%	37.06%	42.37%		63	100
Multiple/No Response	%	4.71%	4.66%		8	15
			Total Enrollment		170	236

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		76	78
Grade 1		43	54
Grade 2		28	44
Grade3		23	30
Grade 4			30
Total Enrollment		170	236

Conclusions based on this data:

1. Our student and family population remains very diverse and growing every year - white 42%, Hispanic 27.9% and Asian (India, Pakistan) 13.4%

2. Spring Lake is growing by two classrooms per year. Our inaugural year 2018-2019: 170 students, the 2nd year 2019-2020: 230 students, and 2020-2021: 236 students, and in 2021-2022: approximately 350 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners		27	24		15.9%	10.2%
Fluent English Proficient (FEP)		6	16		3.5%	6.8%
Reclassified Fluent English Proficient (RFEP)		0	6		0.0%	22.2%

Conclusions based on this data:

1. Spring Lake continues to have a small, but important group of English Learners. We have a few redesignations each year and we continue to focus on writing based on the ELPAC (English Language Proficiency Assessments for California) data received.

2. We support English Learners by providing intervention after school hours to prepare them for the ELPAC Summative Assessments in grades 3-5.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			24			24			24			100
All Grades			24			24			24			100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2445.			33.33			20.83			29.17			16.67
All Grades	N/A	N/A	N/A			33.33			20.83			29.17			16.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			37.50			37.50			25.00
All Grades			37.50			37.50			25.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			25.00			58.33			16.67
All Grades			25.00			58.33			16.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			33.33			54.17			12.50
All Grades			33.33			54.17			12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			29.17			41.67			29.17
All Grades			29.17			41.67			29.17

Conclusions based on this data:

1. Status level high - Average distance from standard +16.7

2. Out of the 24 students tested: 8 students were above standard, 13 were at or near standard, and 3 were below standard.

3. Sub-areas of ELA (English Language Arts) assessment: Reading 25% below standard, Writing 16% below standard, Listening 12% below standard, and Research/Inquiry 30% below standard. This indicates a need for help in reading, and investigating, analyzing, and presenting information in the areas of Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			24			24			24			100
All			24			24			24			100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2424.			16.67			29.17			29.17			25.00
All Grades	N/A	N/A	N/A			16.67			29.17			29.17			25.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			16.67			50.00			33.33
All Grades			16.67			50.00			33.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			33.33			45.83			20.83
All Grades			33.33			45.83			20.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			25.00			45.83			29.17
All Grades			25.00			45.83			29.17

Conclusions based on this data:

1. Status level medium - Average distance from standard -8.4.

2. Out of 24 students tested: 8 students were above standard, 11, were at or near standard, and 5 were below standard

3. Sub-component areas of Math: Concepts & Procedures 33% below standard, Problem Solving and Modeling 21% below standard, Communicating Reasoning 29% below standard.
The below standard students across all these areas need extra support in math. We have special math groups now for these students and focused instructional strategies to help them meet their goals.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1435.0		1452.7		1393.3		14
Grade 1		*		*		*		4
Grade 2		*		*		*		*
Grade 3		*		*		*		*
All Grades								22

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		21.43		35.71		35.71		7.14		14
All Grades		13.64		36.36		36.36		13.64		22

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		28.57		42.86		21.43		7.14		14
All Grades		22.73		50.00		18.18		9.09		22

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		35.71		57.14		7.14		14
All Grades		40.91		45.45		13.64		22

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		28.57		71.43		0.00		14
All Grades		27.27		68.18		4.55		22

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		78.57		21.43		14
All Grades		0.00		63.64		36.36		22

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		42.86		42.86		14.29		14
All Grades		27.27		59.09		13.64		22

Conclusions based on this data:

1. Data is limited due to small group size.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
170	**30.0**	**15.9**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	27	15.9
Foster Youth	1	0.6
Homeless	1	0.6
Socioeconomically Disadvantaged	51	30.0
Students with Disabilities	16	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	2.9
American Indian	2	1.2
Asian	23	13.5
Filipino	1	0.6
Hispanic	59	34.7
Two or More Races	7	4.1
Pacific Islander	2	1.2
White	63	37.1

Conclusions based on this data:

1. We are growing each year by approximately 75 students in TK & Kinder each year.

2. 2018-2019 =170 students / 2019-2020 = 236 students / 2020-2021 = 290 students / 2021-2022 = 350 students 2022-2023 = 410 students

3. Our three main largest groups by ethnicity are White 63%, Hispanic 59% , and Asian (India, Pakistan) 23%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

English Language Arts

No Performance Color

Chronic Absenteeism

No Performance Color

Suspension Rate

No Performance Color

Mathematics

No Performance Color

Conclusions based on this data:

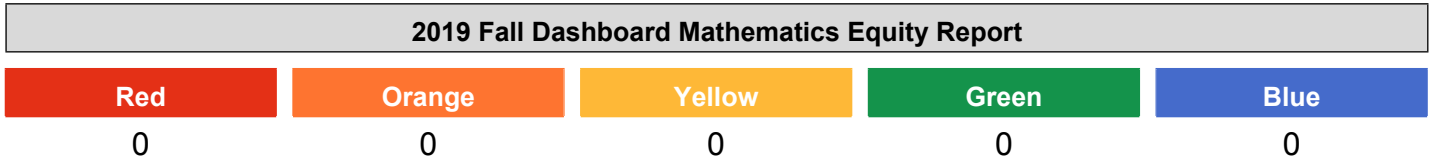1. Not applicable at this time until we have dashboard data in the next two years.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
16.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
22	6	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	11	3

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity				

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		4	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
11 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
11	1		5

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.2 points above standard
3	3	16

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
8.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
22	6	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	42.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	11	3

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 20.3 points below standard 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 3	10.7 points above standard 16

Conclusions based on this data:

1. We have 2 English Learners in our highest grade when this data was taken.

2. We have 3 reclassified students in our highest grade.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
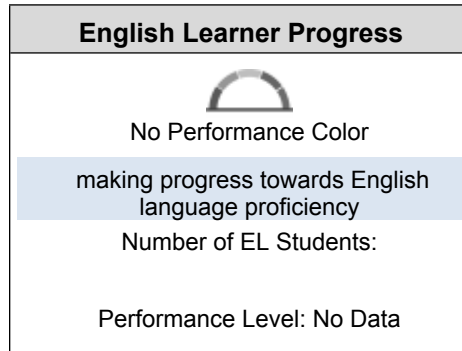
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Not applicable at this time until we establish dashboard data in the next two years

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
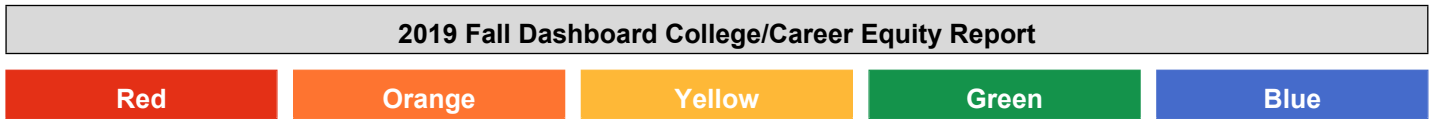
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable at this time until we establish dashboard data in the next two years

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
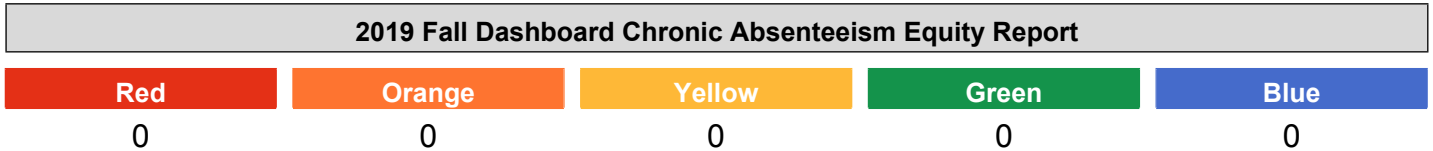
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
8.6	13.8	Less than 11 Students - Data Not Displayed for Privacy
175	29	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.2	8
1	58	25

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.2	Less than 11 Students - Data Not Displayed for Privacy
5	2	24	1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
17.7	0	Less than 11 Students - Data Not Displayed for Privacy	3.1
62	15	2	64

Conclusions based on this data:

1. Chronic absenteeism rate decreased by 2% the follow year from this data to 6% - down from 8.6% the first year.

2. 58 out of 175 students chronically absent are in the low socioeconomic group (33%). Educating parents, and also calling to see if we can help with issues at home getting them to school is needed.

3. 29 out of 175 (16%) students chronically absent are English Learners. Same comment from #2 above. Breakdown by ethnicity: 62 White, 64 Hispanic, 24 Asian (India, Pakistan) More communication around this topic about expectations and how we can help is needed.

School and Student Performance Data

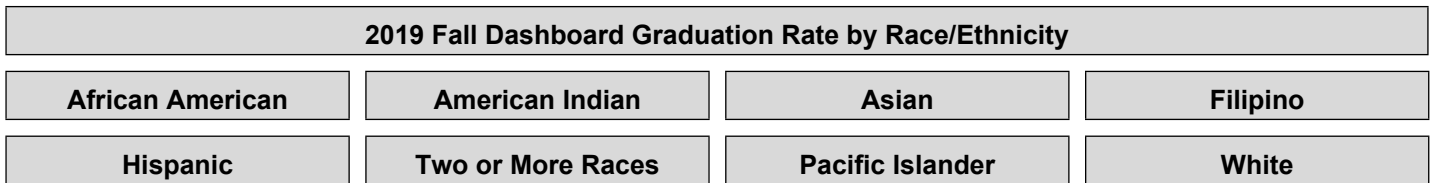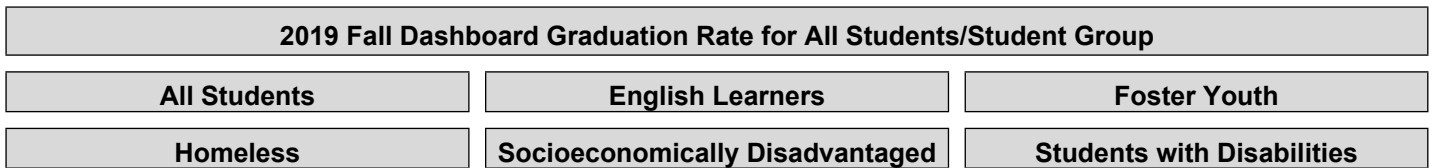## Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
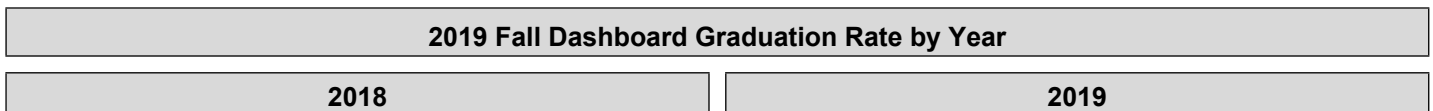
Conclusions based on this data:
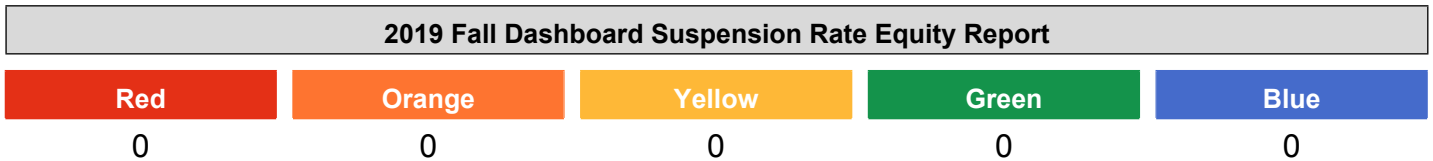
1. Not applicable at this time

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
3.3	0	Less than 11 Students - Data not displayed due to privacy
182	31	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data not displayed due to privacy	3.3	11.5
	60	26

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data not displayed due to privacy	Less than 11 Students - Data not displayed due to privacy	0	Less than 11 Students - Data not displayed due to privacy
		26	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
3.2	0	Less than 11 Students -Data not displayed due to privacy	3
63	15		66

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
		3.3

Conclusions based on this data:

1. Three suspensions the first year: assault,eloping, threats. Improvements have been seen with consistent support and all students are now thriving.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Increase opportunities for students to have meaningful participation in the Visual and Performing Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	2020-2021: 100% of students participated in Visual & Performing Arts	2021-2022: 100% continue
Number of parents attending Parent Education workshops and events throughout the year.	2020-2021: 14% of Parents participated in PTO, School Site Council, English Learner Advisory Council, Principal Chat. 98% of families participated in Back to School Night and Student Orientations for in-person reopening.	2021-2022: 25% of parents will participate in PTO, School Site Council, English Learning Advisory Council and Principal Chat Sessions.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers attending professional development in the areas of visual and/or performing arts.	2020-2021: Zero percent of teachers attending professional development in the areas of visual and/or performing arts. (*100% of teachers instead (because of the pandemic) participated in continuous training for technology skills all year.)	2021-2022: 100% of teachers will attend professional development in the areas of visual and/or performing arts.

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

1-Provide resources to create videos and google slide presentations on student choices of College and Career options as student projects in 4-6 grades. Students will improve their awareness of local universities, community colleges and trade schools to prepare for various professions. Students in 6th grade will visit local businesses in a career interest and shadow for the day.
1A - Substitutes for teachers visit other school sites outside the district : STEAM (Science, Technology, Engineering, Art, Math), Positive-Behavior Intervention Systems (PBIS), Project-Based Learning schools in order to better meet the wide skills levels and interests
1B - Outside community agencies and/or teachers in residence come on campus to help model and teach the visual and performing arts.
1D-School continues to focus on culturally relevant environment and will be fostered and supported by a multi-cultural celebration - through food, music, art, and games. Community involvement with our school families.
1E-After school clubs for enrichment opportunities
1F-School wide career day - parents and community members come in to do presentations in the classrooms. Students prepare ahead to ask meaningful questions.
1H-School-wide Engineering Design opportunities

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)
1500	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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.

We were unable to complete most of the strategies/activities for the 2020-2021 academic year because of school closures/pandemic/quarantining at home.

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

Most of the budget was used for remote school supplies. Our teachers sent home bi-weekly projects, activities and hands-on learning experiences for the entirely of the school year until re-opening to do this in person.

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.

The Visual and Performing Arts goals, as well as enrichment and learning opportunities afterschool hope to be realized next school year if we go back to full time instruction.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

After a thorough analysis of our schools local data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve ELA (English Language Arts) and Math performance overall (with a specific focus on English Learners and students with disabilities). For reading, there is a need for parent education to support students at home. In the area of math, a lack of basic math facts and foundational skills. For English Learners, there is a need to focus on writing skills and reading comprehension and fluency. Based on our STEAM emphasis, our needs are for professional development and resources to integrate fine arts into all areas of the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Progress to Annual Typical Growth	2020-2021: Math 42% and ELA 52%	2021-2022: Math 50% and ELA 60%
Performance level on ELA and Math Academic Indicator.	Not Available	Not Available
Performance level on English Learner Progress Indicator	Not Available	Not Available
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	54.16% ELA	2021-2022: 59% ELA
Suspension rate	2019-2020 3.3%	2021-2022: Suspension rate 0% - continued (20-21= 0%)
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	45.84% Math	2021-2022: 50%
Student sense of safety and school connectedness	Student Survey 2020-2021: 98% positive	Student Survey 2021-2022: 98% positive

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in student learning opportunities such as before and/or after-school clubs	2020-2021 Baseline established: No in-person after-school clubs this year due to COVID	2021-2022 Indicator: Return to after-school clubs to serve 50+ students
Number of parents who participate in parent training and volunteerism	Baseline established: 150 hours of volunteering from parents	Continue to increase volunteer hours and volunteers 10% each year through recruitment for specific tasks, events and activities via our Volunteer Coordinator.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2020-2021 Highly Satisfied	2021-2022 Highly Satisfied
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2020-2021: Math 41% & Reading 52%	2021-2022: Math 50% & Reading 60%
Number of students who are chronically absent	8.6% of students are chronically absent (15 students) (2019 Dashboard)	2021-2022: 2% of our students

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

Provide PD/Training:
2A-Send staff to trainings/conferences: STEAM, GLAD (Guided Language Acquisition Design), PBL (Project Based Learning), Growth Mindset)on-site/off-site
2B-Engineering Experience Schoolwide
2D-Horizontal and vertical alignment across grade levels through planning time
2E-PBL training/coaching who is trained in project based learning to help work through grade level units/next steps
2J-Spiral review strategy in Math
2K -STEAM training for staff (conferences, trainers who are engineers, scientists, other)
2L- Staff Training: Executive functioning, autism, SEL, and/or helping with diverse student needs
2M -Area 3 Writing Project
2N -YOLO Arts In the Classroom / Continue Art Lesson's for Teachers (!)
2P - Science In the River City Teacher Training:
2Q-Attendance Awards and/or Brag Tags for Character/Growth Mindset/SEL
2R-Classroom supplies, Lamination Expenses and replenish supplies for the FOSS science kits
2S-Copier Related Expenses (Clicks, paper, lease, staples

2T- Social Emotional Learning (SEL) Restorative Practices (RP) and Growth Mindset (GM) Executive Functioning (EF) supplies and resources
2U--Gifted and Talented resources
2V - After-school clubs: Continue with Robotics, Green Screen, Ukulele, Gardening, Plays. Tap into more parent skills and resources such as biology, math, art and performing arts.
2W -Provide opportunities for students that are above grade-level (book studies, extended projects) both inside and outside of school hours.
2Y--Family and/or Parent nights: PBIS, STEAM, Math, Reading, Art - learning games and activities
2Z- Before and After-School intervention programs for academic help for targeted assistance.

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)
14477	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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.

The overall implementation of the listed strategies/activities was low this year due to the pandemic's impact. However, the teachers teamed up and provided rigorous instruction, intervention and hands-on learning opportunities - including project-based learning and STEAM activities sent home every two weeks in bags. The overall outcome was outstanding. Students reported they felt like they were learning as much through online learning as they did in person. Overall remote learning was highly effective in our school based on parent and student surveys in the 97-98% of satisfaction.

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

Major differences between intended implementation is that we shifted gears and used the majority of the funds on materials, supplies and resources for online learning opportunities for the students. Hands-on learning materials, manipulatives, art projects, science and engineering projects and project-based learning were the shift in strategies/activities to meet the academic goals of our students.   Materials and resources sent home every two weeks with 99% parent pick-up, and students participation.

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.

We are including successful activities that occurred this year in the goals for next year, as well as circling back to in-person training in specific areas of need in person for next year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

After a thorough analysis of our schools' local data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified to improve in Math and provide before and/or after school learning opportunities for EL students who are below grade level in writing and reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	22%	Maintain reclassification rate of 22%
English Learner Progress Indicator	2020-2021: TBD no data	2021-2022: TBD
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	2020-2021: Focus areas: 1) Establish English Learner profiles and education plan 2) Identify EL's who also have IEP's and give extra focus on education plan Measured highest at level 3: School Climate is affirming, inclusive, safe and there are strong family and school partnerships Measured second at level 2: Languages and cultures are assets Measured lowest at level 1: No single EL profile and supporting English Learners with disabilities	2021-2022: Focus areas: 1) Establish English Learner profiles and education plan 2) Identify EL's who also have IEP's and give extra focus on education plan 3) Begin multicultural events and activities this year

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

Provide professional development and differentiated instruction to meet the individual needs of each English Learner

3A-GLAD (Guided Language Acquisition and Design) and GLAD refresher training
3C-English Language Development (ELD) review training, strategies and co-teaching model. EL Specialist to provide PD/Coaching to model and collaborate with staff to implement research-based strategies for integrated ELD instruction.
3D-English Learner Resources and materials
3E-Order books in other languages or stories about their countries in the library
3F-English Learner Specialist on-site during school hours to model and co-teach
3H-Continue with after-school English Learner Club opportunities - including a multicultural event.
3K-Students will be given the opportunity to speak in many different settings: with peers both academically and socially, during instruction time, and think pair shares.
3L-Resources to parents to help their children at home with reading and math
3N-English Language Advisory Committee training and CABE (California Association for Bilingual Education)Conference for parent/teacher
3P-Kinder Camp - focus on oral language and English Learners.

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)
500.00	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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.

We were able to hold virtual ELAC meetings and discuss EL Roadmap Principal 1 A-E; we also discussed needs assessment for next year, EL monitoring processes, and purchased many culturally responsive books in other languages representative of our school culture languages. \

The 2019 data is from March of 2019. Therefore, this data is now 2 years old. The only fair data analysis we can make is that the domains that most students struggled with 2 years ago are reading and writing. We could use current i-Ready, BPST (Basic Phonics Skills Test) or other classroom reading assessment data to show growth or to use as a form of monitoring growth for those students. But we will continue to focus on writing and reading for our English Learners as the goals for next year.

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

We intended to have an after school intervention club for lower grades.

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.

We would like to offer a kinder camp for all students, with a focus for oral language and English Learners at our school if funded can be allocated for this. There were 8 students in TK this year enrolled with a primary language other than English.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Partnerships within and outside of our school community

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	2020-2021: 3 Community Partnerships	2021-2022: 4 Community Partnerships
Number of extracurricular programs offered	2020-2021: None due to pandemic	2021-2022: 5 extracurricular programs offered
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2020-2021: 55% of students providing input into the SPSA in 2020-2021 via surveys	2021-2022: 60% of students providing input into the SPSA via surveys
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2020-2021: 63% of students (in grades 3-5) representative demographic providing input to the SPSA through focus groups	2021-2022: 70% of students representative demographic providing input to the SPSA through focus groups (in grades 2-6)

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

1) Hire Conflict Mediation Training for our 3-6 grade students. Students will go through training and when complete, become Conflict Managers for recesses where students can come to them for support, questions and help resolving minor conflicts that occur at recess.
$400 for training. $150 for hats/vests
2)Provide Leadership Opportunities for most grade levels, with an emphasis in the upper grades depending on the activity. Describe training and activities, ask for volunteers, provide training and implemention.
$200 for training and certificates. Identify teachers & parents who would like to help.

- Student Council (upper grades only)
- Student led presentations to other classes about specific topics/themes of interest
- Buddy classrooms set up for reading, math, science, STEAM and PBL projects. Older student paired with younger student.
- Student led tours "Ambassador Program" of the school when we have visitors and/or in classrooms. Focus on STEAM and Project-Based Learning, Growth Mindset, Restorative Practices, and Brag Tags.
- Student led after/school groups (Upper grades)
- Tutoring - older students helping younger students with academic help (reading, writing, math) (Upper grades)
- Student Morning Greeters and help with leading the Owl-Together Time (outside assemblies)
- Guest Readers in lower grade classrooms
- Student led family nights: Math, Reading, Engineering (Upper grades)

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)
500.00	Supplemental/Concentration

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$16,977.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Supplemental/Concentration	$16,977.00

Subtotal of state or local funds included for this school: $16,977.00

Total of federal, state, and/or local funds for this school: $16,977.00

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
Carolee Churchill	Parent or Community Member
Art Pimentel	Parent or Community Member
Shyreece Pompey	Parent or Community Member
Richard Smith	Parent or Community Member
Keri Johnston	Parent or Community Member
Alice Gillette	Classroom Teacher
Elizabeth Maurer	Classroom Teacher
Katie Dutra	Classroom Teacher
Michelle Montoya	Other School Staff
Robyn Miller	Principal

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 (SPS 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
Please sign the document Clear	☐ State Compensatory Education Advisory Committee
Please sign the document Clear *Tatiana Bonilla R.*	☑ English Learner Advisory Committee
Please sign the document Clear	☐ Special Education Advisory Committee
Please sign the document Clear	☐ Gifted and Talented Education Program Advisory Committee
Please sign the document Clear	☐ District/School Liaison Team for schools in Program Improvement
Please sign the document Clear	☐ Compensatory Education Advisory Committee
Please sign the document Clear	☐ Departmental Advisory Committee
Please sign the document Clear	☐ 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 impro student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/20/2021

Attested:

Robyn Miller (signature)

Principal, Robyn Miller	on 4/20/2021

SSC Chairperson, Carolee Churchill   on 4/20/2021

Carolee Churchill

Diagnostic Growth

i-Ready

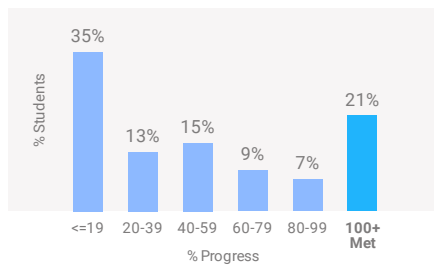|	
School	SPRING LAKE ELEM SCHOOL
Subject	Math
Academic Year	2020 - 2021
Comparison Diagnostic	Mid-Year
Placement Definition	End-of-Year View

Students Assessed/Total: **185/265**

Progress to Annual Typical Growth (Median)
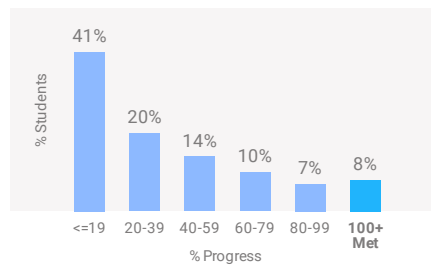
42%

50%   100%

Learn more about growth ▶

The median percent progress towards Typical Growth for this school is 42%. Typical growth is the average annual growth for a student at their grade and placement level.
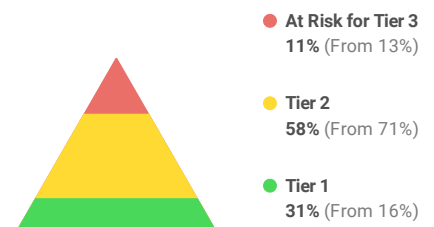
Distribution of Progress to Annual Typical Growth

% Students

- <=19 — 35%
- 20-39 — 13%
- 40-59 — 15%
- 60-79 — 9%
- 80-99 — 7%
- 100+ Met — 21%

% Progress

Distribution of Progress to Annual Stretch Growth

% Students

- <=19 — 41%
- 20-39 — 20%
- 40-59 — 14%
- 60-79 — 10%
- 80-99 — 7%
- 100+ Met — 8%

% Progress

Current Placement Distribution

- 🔴 **At Risk for Tier 3** **11%** (From 13%)
- 🟡 **Tier 2** **58%** (From 71%)
- 🟢 **Tier 1** **31%** (From 16%)

Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	–	–	–	–	–	0/68
Grade 1	52%	24%	41%	18%	47%	45/50
Grade 2	50%	24%	36%	4%	35%	46/50
Grade 3	41%	12%	30%	2%	40%	42/43
Grade 4	29%	16%	15%	3%	32%	31/31

Diagnostic Growth

i-Ready

School	SPRING LAKE ELEM SCHOOL
Subject	Math
Academic Year	2020 - 2021
Comparison Diagnostic	Mid-Year
Placement Definition	End-of-Year View

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	39%	33%	22%	14%	52%	21/23

Diagnostic Growth

i-Ready

School	SPRING LAKE ELEM SCHOOL
Subject	Reading
Academic Year	2020 - 2021
Comparison Diagnostic	Mid-Year
Placement Definition	End-of-Year View

Students Assessed/Total: **182/265**

Progress to Annual Typical Growth (Median)
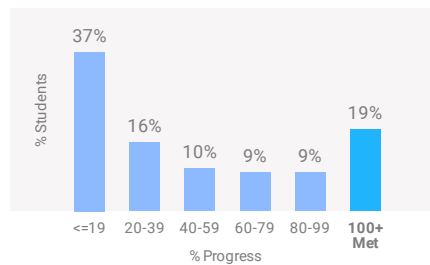
Learn more about growth ▶

52%

50%   100%
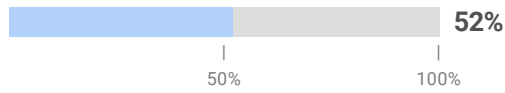
The median percent progress towards Typical Growth for this school is 52%. Typical growth is the average annual growth for a student at their grade and placement level.
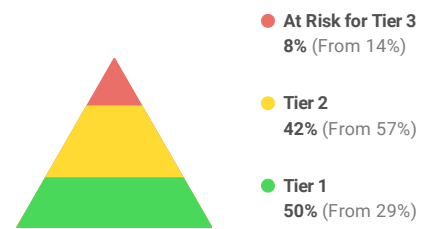
Distribution of Progress to Annual Typical Growth

% Students

34% (<=19), 11% (20-39), 10% (40-59), 7% (60-79), 3% (80-99), 35% (100+ Met)

% Progress

Distribution of Progress to Annual Stretch Growth

% Students

37% (<=19), 16% (20-39), 10% (40-59), 9% (60-79), 9% (80-99), 19% (100+ Met)

% Progress

Current Placement Distribution

- 🔴 **At Risk for Tier 3**
  8% (From 14%)
- 🟡 **Tier 2**
  42% (From 57%)
- 🟢 **Tier 1**
  50% (From 29%)

Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	–	–	–	–	–	0/68
Grade 1	38%	21%	30%	15%	48%	48/50
Grade 2	51%	32%	32%	7%	50%	44/50
Grade 3	88%	46%	57%	20%	46%	41/43
Grade 4	155%	61%	93%	48%	55%	31/31

Diagnostic Growth

i-Ready

School	SPRING LAKE ELEM SCHOOL
Subject	Reading
Academic Year	2020 - 2021
Comparison Diagnostic	Mid-Year
Placement Definition	End-of-Year View

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	0%	11%	0%	6%	11%	18/23

Parent Survey - January 2021

67 responses

## I have student(s) at Spring Lake in the following grade(s):

67 responses

Grade	Count
TK	6 (9%)
KINDER	16 (23.9%)
1st	14 (20.9%)
2nd	21 (31.3%)
3rd	25 (37.3%)
4th	12 (17.9%)
5th	10 (14.9%)
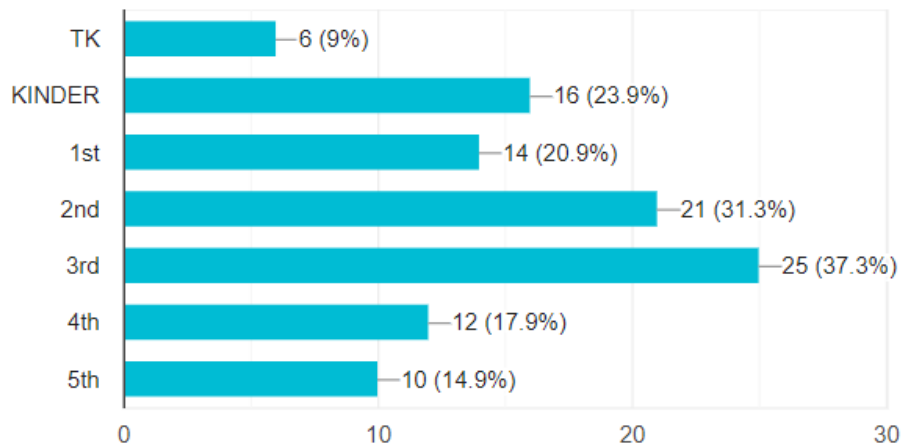
Do you periodically log into AERIES to monitor your students attendance records?

67 responses

- Yes, on a regular basis — 10.4%
- Sometimes — 34.3%
- No — 55.2%
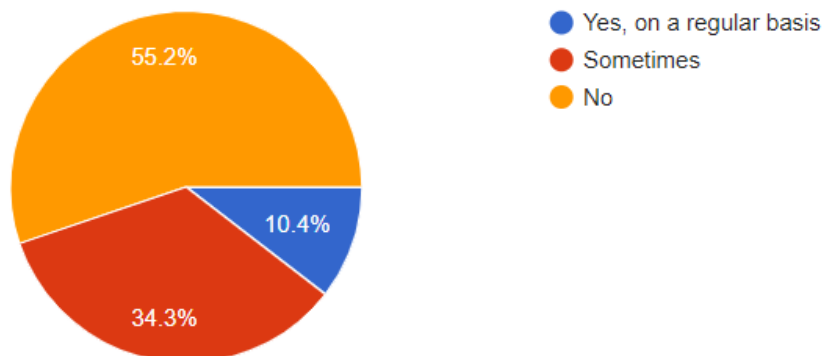
Have you found the Parent Square communication tool to be helpful in streamlining the communications from our school?
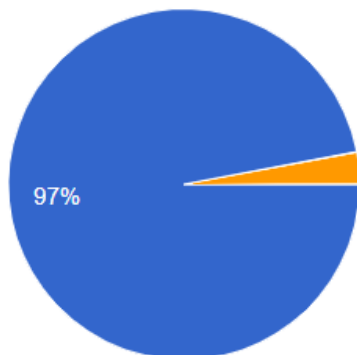
67 responses
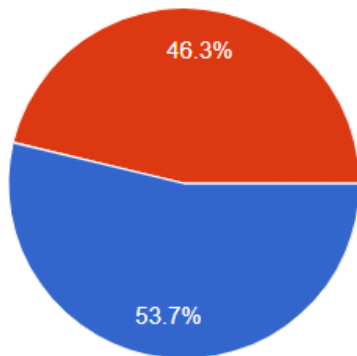
- Yes! I like it and look at the app on my phone or log in through my computer on a regular basis
- I don't really use it. I just watch for text messages and watch my email for updates
- I am confused on how it works and would like assistance please

46.3%

53.7%

Do you feel the amount of communication you receive from the Principal in her weekly update is:
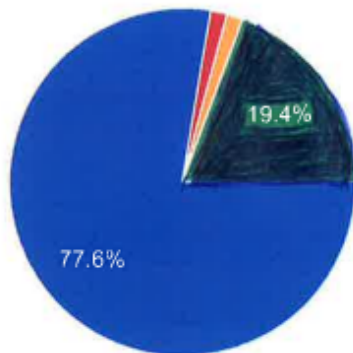
67 responses

- Just right
- I would like more communication
- I would prefer less frequent communication

97%

Do you feel like it's easy to communicate with your student's teacher(s) and that the teacher(s) respond in a timely manner?
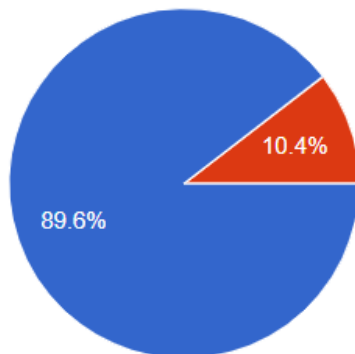
67 responses

19.4%

97%

77.6%

- Yes
- I don't understand how to use the technology to connect with my students teacher(s)
- I am sending communications but not receiving a response in a timely manner.
- 1) Yes

Combined
77.6 + 19.4% = 97%

How has the time window been working out for our materials & supplies pick-up/drop-off days every two weeks?

67 responses

10.4%

89.6%

- Great - I appreciate the large time window
- O.K. - I can usually get there during the time window or send someone in my place
- Difficult - With my work schedule I can't get there by 5:30 p.m.

Please share some positive comments on how we have been doing to support your student(s) and your family during this period of distance learning.

I think the teacher and school are doing their best to provide learning in this strange environment we are in. I especially think it's fun when the entire school does a meet up at the start of the day. It's fun to see everyone virtually. I also like when the kids get to do a group activity in small groups when in class. I hear my son laughing and talking with his buddies and that's really great to hear.

I think the school and our teacher has been amazing this year! We are thrilled with how the year has gone and really appreciate the projects being sent home to do weekly which keeps things fun and dynamic. My daughter loves the

brain breaks Ms. Bridge does which helps the kids move more and stay engaged. We also all love and appreciate the SeeSaw feedback provided by Ms. Bridge on her work, despite understanding how time consuming it must be.

you've managed well considering your hands are tied by county and state

Keeping our kids healthy and low risk until the vaccine come how has been good! Learning activities off screen is appreciated to help give variety (like build a zoo project for 2nd grade).

Great communication from school administration, good teacher communication response time, organized teacher, getting to a more predictable pattern with materials being distributed by teacher, understanding teacher expectations has become much better.

I can't say enough about how amazing the teachers have been throughout all of this. They are working so hard. THANK YOU!!!

Spring Lake is the best! We are so thankful for the support from teachers and staff and all of the ways you try to keep students connected to school. Thank you!

Great communication and organization :) Thank you!

I appreciate the teacher's patience from both Mrs. Sullivan and Mrs. Yust. Both teachers are very thorough with their work to the students and they communicate effectively and appropriately.

I do appreciate prompt responses to emails/messages, and flexibility on drop off/pick up schedule.

We love Mrs Tsutsui and Mrs Maurer, both are encouraging, understanding, and supportive.

I appreciate the updates from Mrs. Miller. I don't need as many updates on food service.

I can't list everything so I will name the top 3. 1. The teachers, Mrs. Dahl and Mrs. Sullivan are doing great in the classroom and I am blown away by their responsiveness to parent requests. They have both gone above and beyond expectations with their thought, care and response time. 2. Front Office communication- friendly, efficient and quick- it doesn't get better- Thank you to everyone who lends a hand in the front office! 3. Principal Miller- She has always made time for every conversation whether it is in the neighborhood, at the office or by email. Additionally, Principal Miller helps support kids directly in the class and hosts special events for kids afterschool- Amazing!

The schools staff has been responsive and helpful in dealing with all the new processes we have encountered with Covid19.

Though not the same as in person, we feel like are kids are in school. They are learning, engaged, challenged, held accountable, because of the hard work of the teachers and staff. That is not the case for many children in this country and we are so grateful to get to rave to others about what a tremendous job "out little school" is doing! The folder swap and material prep is unbelievable, wow!

Overall it's been good. I feel like the teachers are forgiving and adapting. Our daughter seems to be handling the remote situation well with her own desk and space in her room.

We borrowed a hotspot from the school which has been vital in allowing our child to log on to her live learning sessions. The device stopped working last week and after a quick call to the front office they had a new one ready for pickup within the hour. I really appreciated this and the staff.

I feel that the staff cares about my child.

The teachers are working really hard and doing a great job communicating and are keeping our children engaged in learning

We appreciate how hard the staff and teachers are working to support the students and make school as "normal" as possible.

All teachers have been working so hard to make the best of the school year. We are really grateful for everything they do.

Very flexible and understanding, supportive teachers.

Teachers have been working really hard for our children. We really appreciate everything that has been done by the school and teachers .My child likes being in his class with his teacher.

Our teacher is engaging and finds fun art and craft activities to compliment the normal worksheets.

Remote learning has been better than expected. My child is continuing to learn and we are all trying to be flexible and gentle during this time.

The teachers are doing a great job and my girls are loving distance learning.

The distance learning has been much improved from last year and we are happy with how our kids are doing.

My daughter's teacher, as well as office staff, have been very responsive when I have contacted anyone with a question or concern.

good communication and updates

You guys have done a wonderful job, these are challenging times for everyone but staff has done a great job making my kids feel positive and providing fun assignments. The hard work, extra hours and all other efforts are greatly appreciated.

We've been very pleased with how the year is going especially after I talk with friends in other school districts. Having supplies/activities come home has really helped our son feel connected to class and be able to do the activities he would if he were in the classroom. The checklist for asynchronous days allows my son to clearly see what he needs to get done and be able to (kinda) work through it on his own. Communication (Ms. Tsutsui, Ms. Miller, Ms.Montoya) has all been great. Anytime I've had a question, it's been answered quickly. We also really love library pick up and how Ms. Dutra helps picks out books for my son. I know it's all hard but you all are doing great and we really appreciate it :)

Mr. Gomez is an amazing teacher. My 5th grader prefers to do her school work upstairs, and when I do hear him speaking to the students, it's always in a respectful tone, and always supportive and constructive. He is a wonderful addition to Spring Lake Elementary.

I think the conferences went well, although felt rushed. The daily 'syllabus' is a huge help to keep my child on track.

The teachers have done a wonderful job considering the circumstances.

I think teachers are doing a great job I like how they are managing the day to day classes

Teachers and students have stepped up to the challenges of distance learning in a big way. Thank you!

I'm impressed by how much our children our learning in the Zoom environment. The teachers have done a great job adjusting the curriculum and keeping them engaged.

You have found a good balance of giving enough work to support learning, but not too much where it is overwhelming. You've all been patient and understanding when technology does not work, and I can tell a lot of time and effort and planning goes into all of the activities and materials prep. You all care about our kiddos and families so much!

Mr Gomez is wonderfully supportive. It's hard to keep a growth mindset in these times and with as long as this has gone on. We appreciate his tenacity and efforts.

I appreciate that everyone has been able to make distance learning work, it has been difficult for everyone.

The teachers and staff have been very helpful in getting Logan extra help with his behavior. They have been extremely responsive to our concerns and requests.

I am thankful for all the efforts from the teacher and all the school staff to keep the students learning and minimize their exposure. I especially appreciate the distance learning at this time since we have old folks at home, who have weak immune system.

Getting the list for what is due for the turn in days before the weekend starts is really really helpful. I'm loving the zoo PBL project for second grade!

Thanks for all that you do!

I have nothing positive it's been a difficult year

Teacher works very hard to keep students learning and engaged. Very responsive with parent communication.

Ms. Welty is easy to reach and responds quickly and positively to questions. She is also very helpful in providing a schedule with assignments that the students will work on each week.

Please share what has been difficult for your student(s) and your family and anything we can do to improve.

We have already discussed this with our son's teacher, but sometimes it is hard for him to keep up when he is following what the teacher is writing and he gets frustrated. The teacher is now adding a picture of the instructions to Seesaw, so it's worked out but it's the times like that when I wish our son could be in person so he could raise his hand for help or ask a friend.

I think the language arts piece has been hard as my daughter's reading has really taken off and she says that what they are doing in class is way too easy. But so far, she is still engaged and participating and we just get her tons of chapter books from the library to read outside of school hours.

The recent mid quarter schedule change is a colossal challenge for ASD students. Also messes up parents. Why was this done? To make it harder on everyone? Huge fail and poor decision making. Shame on the district!

Because they're not in the classroom, it's hard for the teachers to judge where kids are at, which can be hard at home because sometimes the kids are bored because instruction is too slow, and sometimes they are panicked

because instruction are too fast. It's hard on me because I go back and forth like a ping pong ball, trying to help the kids all day and I'm exhausted (and not able to get anything else done) by the afternoon, so everyone is tired of each other and grumpy. The climate in our house becomes very negative (which is opposite of what I want) because I have to be everything and do everything 24-7 for my family right now... there are no breaks. No other caregivers. No vacations. It's a challenge to get the kids motivated after every break to get back online for school. More physical education to get their bodies moving and more flexibility with time would be helpful. It is frustrating when the district expects so much timeliness and responsibility when the parents are doing so much already. I know the teachers and everyone else are so tired too, so we are all just hanging on. We need a plan to get the kids back in school safely as soon as we can, even for a few hours, maybe outside, split in groups. We also need to think about ending the school year early please — I hope the district doesn't try to log in school hours since it doesn't matter this year. We all need a break; and we can do this together. Maybe we could have flexibility to also do family field trips for learning as well (zoo, outdoor exploring/hiking, etc).

Amount of loose papers for child/parent to keep track of, amount of assignments can sometimes be too demanding

Honestly, it has gone much better than I expected. Especially for the second grader...she's very motivated to log in and do her work.

It is challenging to stay on the computer all day

Having both boys in school at the same time is difficult in general. They both have a harder time focusing than they would if they were in school, and I only know this because of participating in their classrooms as a parent volunteer. There isn't anything I could ask more from the teachers because they already give so much of their time when I need extra help with explaining school work. They are extremely helpful.

Our kids need short, regular in-person social interaction provided by the school, perhaps in a pod or cohort so that they can transition better to in-person school.

Things seem to be going pretty well.

The more opportunities my two girls get a chance to talk to their teacher in small groups or with other kids, the happier they are. We can support their academic work but we can't substitute the chance to dialogue with their teacher. Whole class learning has been good for receiving information or celebrating the work of kids but the number of times each kid can speak is very small. I know that it is a balancing act between small group and whole class but that is the only area that I think my kids would appreciate more. They are both happy, as are their parents, with the current balance but I just wanted to convey how much they enjoy chances to have small group interactions with their teachers.

Lack of 1 on 1 interaction from teachers. I would love to see more opportunity for 1 on 1, personalized interactions.

The technology has been an issue from time to time. As well as the parents learning curve in monitoring their work.

I think our challenges are not different from most, in that the kids miss human interaction with others. Given the online time together, that is safest for all and we do not need an improvement from you all in this regard.

At this point I think everyone is looking forward to getting back to in-person. Our daughter misses the time spent with the other children.

Virtual learning has just proven to be difficult all around. I don't feel that my child is receiving enough teacher assistance where she is struggling and there is far too much independent work time for a first grader. They're not meant to work on their own like this at this age.

The parent version of Canvas has been a challenge.

More support for parents who are essentially teachers assistants

The constantly changing schedule is difficult to manage and requires parents to change their work schedules too. Leads to chaos and our child fighting changes.

Difficulty balancing kids and work at the same time. Can be tough to get kids to stay focused in the afternoon after being on a computer all days.

My kids aren't open to my help and/or suggestions (specifically the kindergartener- we have frequent battles over how to properly write her letters). If she was in school I know she would be more open to constructive feedback from the teacher.

So far it has been good.

We are missing the typical school enrichment experiences that make school exciting like during special holidays and celebrations. Our teacher makes a good effort though- better than others (from different schools) I hear!

Scheduling work and remote learning has been tough and although my child is doing great, I don't think she'd do as well if she was completely on her own in a 'learning center'.

The Wednesday projects in first grade take a long time and it is challenging when their asynchronous days are not the same.

Getting my Kinder to stay engaged without the teacher being physically present. But we're coping!

It has been very difficult to not actually be able to meet her teacher in person or see all of her classmates in person. We are fortunate enough to have a small pod of friends that meet for school, allowing a small semblance of normalcy.

distance learning. we need to get them back in the right environment where they can truly learn

As we approach a year of distance learning, the sadness, missing of friends, teachers and all the joys school brings is becoming more missed. The lack of ability to have conversations with other kids has definitely started to change for my oldest child. From an emotional stand point we are all beginning to struggle.

There have been times when my son has gotten kicked out of Zoom (internet problems) or has to come into class late (after a doctors appointment) and he just sits in the Zoom waiting room for a long time. I usually end up texting other parents in class to have their student tell Ms. Tsutsui he needs to be let in. I fully understand that it must be very hard to teach and also keep an eye out for students needing let into class. I'm wondering if there is a way to allow students automatically into class to avoid this issue. Zoom has updated security a lot and maybe there is a way to do it without compromising the security of class?

My 2nd grader is struggling. What I see are her triggers for the tears- too many physical things (papers, books, etc), and too much discussing. She easily gets distracted, and finds it difficult to sit still. What we as parents are finding frustrating is we are working on what she hadn't finished at the end of the day or on drop off days. After school

should be spent with family, doing extra curricular activities, and enjoying being a child. Instead, many days we are left with an overtired, confused, tiny human who just needs a break. As parents, we are the ones they melt down with. There are many times when I've allowed her to turn in incomplete work, and it's another meltdown when it returns with a mark stating it was done incorrect/incomplete. If there was more asynchronous time for her, I would feel that would be more efficient. On asynchronous days, we sit together and she enjoys checking off her list. We spend almost the same amount of time catching up on daily work, as we do on a full days asynchronous work, because she is drained from being on a computer all day. I know we are all adjusting to the current situation, but I feel we can do better to modify what can be expected from 7 and 8 year olds. I don't feel being on the computer all day and making our home feel like a classroom is working in our situation. We are confident in SLE's administrative staff to listen to what our children need, and make adjustments where it is possible.

We recognize everyone is doing their best.

Not being at school has been difficult, especially for our kindergartener. It is hard for the teacher to monitor proper writing technique through a screen. Unless the district allows us back I do not believe there is anything the staff and spring lake can do. All of our kids would benefit socially and emotionally if they were in the classroom. It is clear staring at a screen all day has taken its toll.

I think the asynchronous day should be every grade the same day

Concerned about the mental health of the students not socializing; too much homework; and child care has been very difficult for families that must work.

It would be helpful if the asynchronous day was on the same day throughout the school. Having 2 separate asynchronous days makes it more difficult to work remotely and keep the children from distracting each other.

Maybe each grade provide a handout you can send home and/or a list on ParentSquare/ of simple educational activities that students can do at home as a back- up when computers or internet are failing?

Distance learning has been a mixed bag. It'll be hard for her to transition back to the in person classroom where she'll need to sit in a seat and will have less freedom to move about, get a snack, go to the bathroom. And, she needs to be in a classroom with her teacher and with her friends. It's hard to grow social-emotionally when many of the social cues (in a virtual environment) are missing. On the plus side, these kids have my upmost admiration. They creatively figured out how to have virtual play dates (cooking, crafting and playing games) and sleepovers, and are masters at much of the technology. They've been able to establish and maintain relationships with peers across the country. They'll be able to work anywhere :-)

Maintaining attention is hard for the kids, there is not much that can be done.

Logan is very lonely and craves time with friends. It has impacted his mental health.

We try our best to make the best of the current challenging pandemic, re-arranging our work schedules, as allowed, to support our kid.

We find that the tests are quite challenging and long (lots of questions). It caused quite a lot of stress for our kid to try and finish it in the scheduled dates. Though, we were later informed that more time was allowed. Our feedback is for future tests to be either shorter or more days are allowed in the initial announcement.

Staying focused and on task is still a challenge, as is completing assignments daily. Incentives for having things done and cleaned up by 4:00 haven't worked for us at home and the consequences make us all miserable. I don't know how to fix this. Could the 4th grade start some PBL activities? I know the mission project is passe, but there are other CA landmarks and historical moments kids could research, model and present.

Sometimes the workload for owlmazing Wednesday is a bit much. Especially with working parents.

Both of my kids have a difficult time . This type of learning is hard for them . But we are trying are best . It's a lot of computer time. We need more breaks for the kids during the day .

A lot of time in the computer and missing everyone have been the most difficult for my son.

Sometimes he is unable to keep up with writing fast or gets confused on a new concept during the class work and ends up with a significant amount of work after school. There are days he works until 7pm just to finish all his assignments and homework combined.

Please use this space to elaborate, if needed, on any of the multiple choice questions above or add any additional comments/concerns that our questions did not address.

One comment is that there seems to be a lot of web portals to follow. At the beginning of the school year, I found it hard to know where to find information. However now I get an email from Parent Portal as well as have the portal on my phone, so I can find the information much easier now. I rarely go into Aeries.

We so appreciate all you are doing as a school to work so hard and make this year wonderful! Thank you!!!

Thank you for sending the survey!

The theme-based, stapled packet type of materials used in the week before winter break were the most effective and easy to keep track we have had this year. It would be great to have more of those types of packets if possible instead of loose papers or guidance from the teacher ahead of time on how I, as the parent, can packet materials each day (ahead of time) to provide to my son each day to set him up for success.

Nothing to elaborate on at this time.

My only comment is about the potential return to in person learning with a hybrid model. We are very happy with distance learning and will choose that option for our kids for the remainder of the year but we are nervous that we will lose our great teachers in the shuffle.

Nothing at this time.

I think the district needs to do a better job explaining what they are doing to prepare for our children to return to school

I cannot praise our school enough for their patience in adapting to this new normal. However, as time goes on, I am witnessing more emotions, frustration, and feelings of isolation from my kindergartener and I can't help but wonder how this will affect her social and emotional growth. Academically she is doing very well, thanks to our excellent teachers!

The pick up and drop off on Monday's has been great, however, If it could start from 10am like we had before will be great.

The parent portal does a great job sending weekly updates and notifying me when there is something new, so I don't feel it necessary to log in outside of those notifications unless I'm looking back at something.

I don't check ARIES often for attendance because I have the weekly update emailed to me. That works better for me. Thank you.

I appreciate all SLE staff and everything you're doing for our students. The staff at SLE is the main reason I have not pulled my children to homeschool during this pandemic. It is encouraging and promising to see these feedback surveys, thank you.

Would really prefer using seesaw for all communications. I get it was likely a district decision to use ParentSquare but it just requires us to set up yet another app. It does not improve the parent experience.

My biggest concern is the completion of the school site ASAP. I know that is not under principal Miller's control but please share that feedback with the powers that be. There are many concerned parents and Rep Villagranos position on the board is likely in jeopardy without swift action.
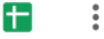
Teacher communication- most times they are on top of it, but there is the occasion when we don't hear for a couple days or longer. Not a big deal, but leaves us wondering.

We like Canvas because we can follow up on grades and assignments. It helps us help her.

Thank you again for your hard work!

Overall, distance learning has been very successful in our home. We really appreciate the hard work and planning by his teacher and the ability to keep our high risk family safe at home while still learning and socializing.
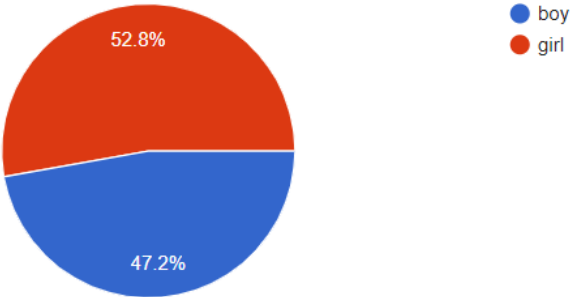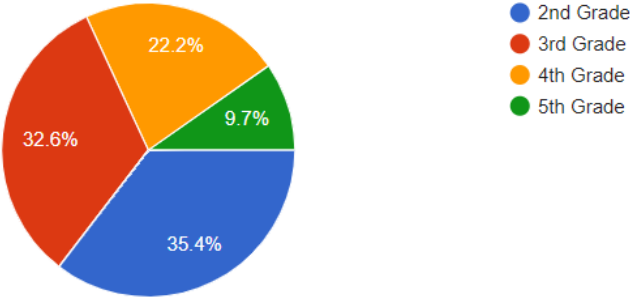
144 responses

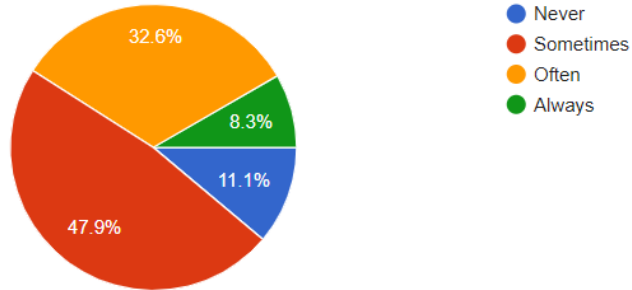Summary   Question   Individual

I am a _____ .
142 responses

- boy
- girl

52.8%

47.2%

I am in _____ .
144 responses

- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

22.2%

9.7%

32.6%

35.4%

I like online learning ____.

144 responses

- Never
- Sometimes
- Often
- Always

32.6%
8.3%
11.1%
47.9%

I feel like I do well through online learning.
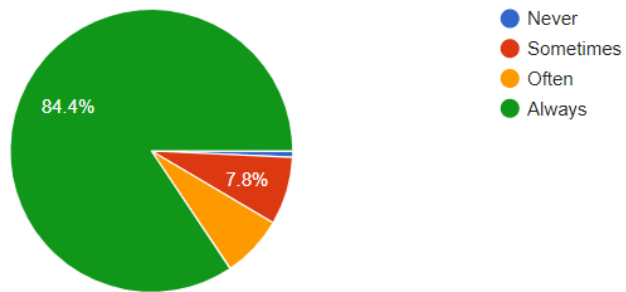
144 responses
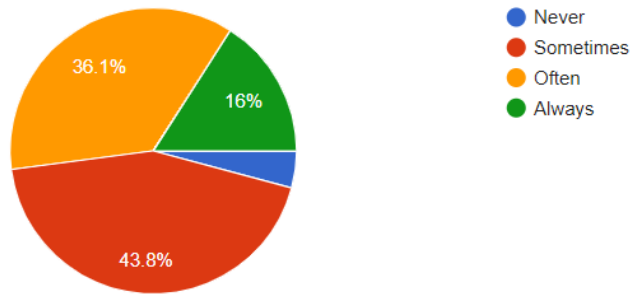
- Never
- Sometimes
- Often
- Always

36.1%
16%
43.8%

I feel like I am learning just as much through online learning, as I did when I was coming to school.

142 responses

- Never
- Sometimes
- Often
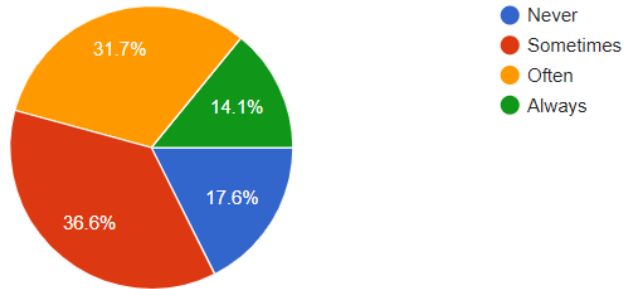- Always

31.7%
14.1%
17.6%
36.6%

My school wants me to do well.
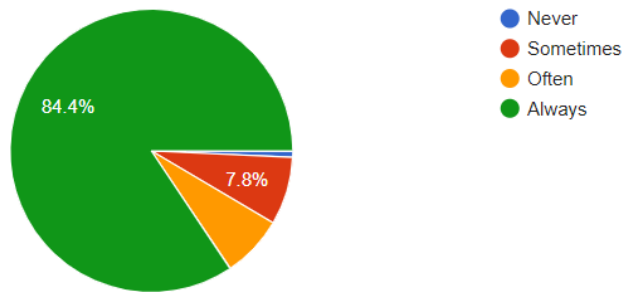
141 responses

- Never
- Sometimes
- Often
- Always

84.4%
7.8%

I feel like I am learning just as much through online learning, as I did when I was coming to school.

142 responses

- Never
- Sometimes
- Often
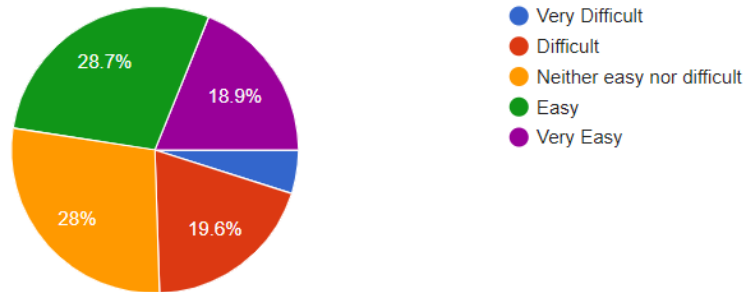- Always

31.7%
14.1%
17.6%
36.6%

My school wants me to do well.
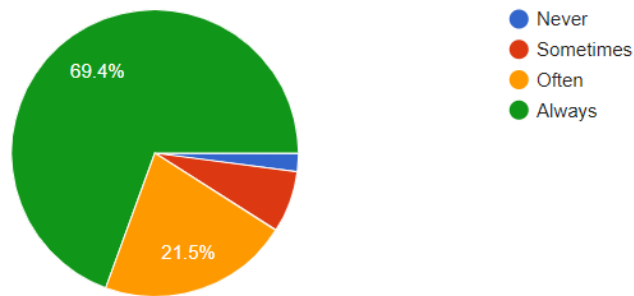
141 responses

- Never
- Sometimes
- Often
- Always

84.4%
7.8%
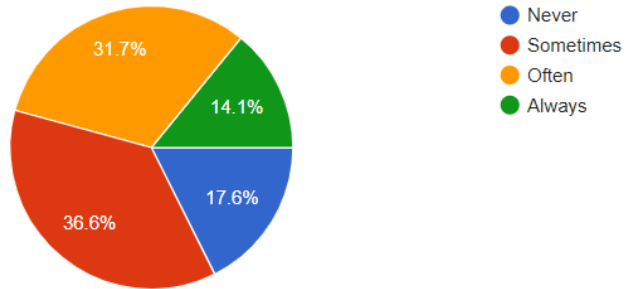
How difficult or easy is it to use the online learning technology (computer, Zoom, Canvas, SeeSaw, iReady, etc.)?

143 responses

- Very Difficult
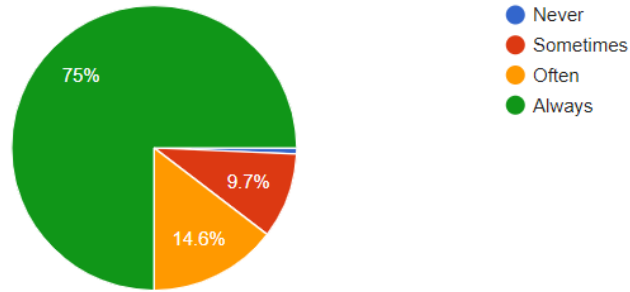- Difficult
- Neither easy nor difficult
- Easy
- Very Easy

28.7%
18.9%
28%
19.6%

My school has clear rules for behavior while we are on Zoom.

144 responses

- Never
- Sometimes
- Often
- Always

69.4%
21.5%

Teachers and staff treat me with respect.

144 responses

- Never
- Sometimes
- Often
- Always

75%
9.7%
14.6%

I get along with other students.

143 responses

- Never
- Sometimes
- Often
- Always

43.4%
36.4%
18.9%
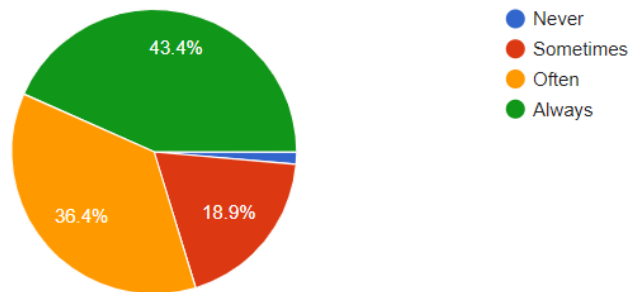
Students treat each other respectfully in class online and in breakout rooms.

143 responses

- Never
- Sometimes
- Often
- Always

46.9%
28.7%
23.8%
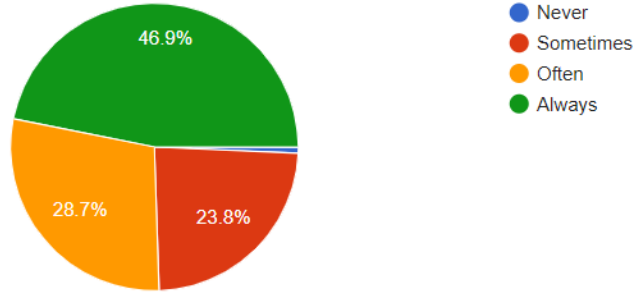
There is an adult or an older sibling at home who will help me if I need it.

143 responses

- Never
- Sometimes
- Often
- Always

48.3%
20.3%
24.5%
7%
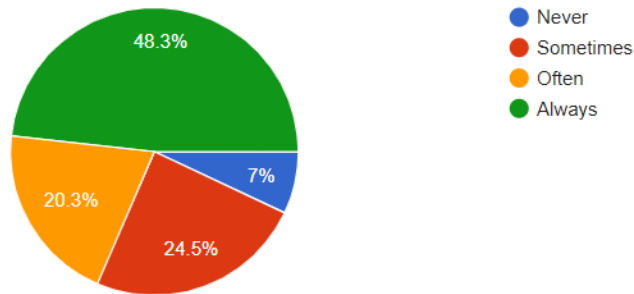
Students in my class listen to the teacher and are well behaved so that teacher can teach.

144 responses

- ● Never
- ● Sometimes
- ● Often
- ● Always

21.5%
56.3%
20.1%
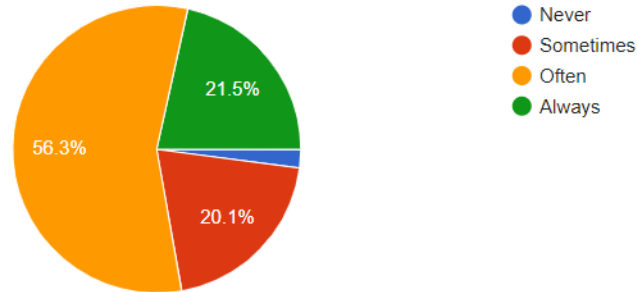
I feel like my teacher is giving me _____ work

144 responses

- ● too much
- ● just the right amount of
- ● too little

68.1%
27.8%
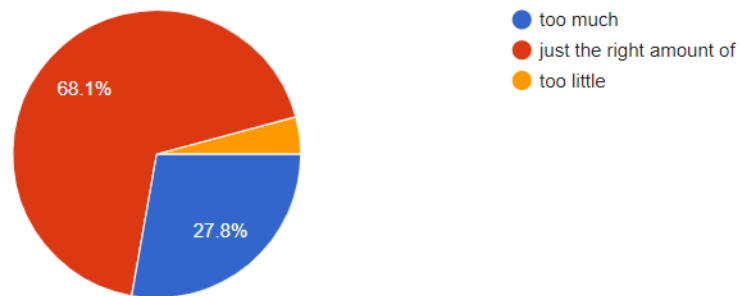
What are your FAVORITE things about online learning?

art

math

Breakout rooms, so i can talk to friends

at recess, I get to play computer games

The Day is always an adventure

almost everything.

I can stay in my pj's

still having friends

math and reading

My favorite thing about online learning is while i am still doing work i get to still see my friends and teachers face while last year we barley did

My favorite thing about online learning is being able to kind of work on my own and not have to wait for other student.

I like that we can send our teacher messages after school, and can meet with them if we need help.

recess

My favorite thing about online learning is that I don't have to get up.

break out rooms

i can learn in comfy places

That we can stay home

My Favorite thing about online learning is cool stuff to do

I don't have to worry about getting ready like getting my backpack and water bottle and things like that.

i can do most things at home

lunch.

Is you get to be at home but you're learning

frieneds

am at home

when i go in to breakout rooms to work in groups.

My favorite things about online learning are that we have privacy, and the teacher(s) are always ready to help.

Still being able to be with my class.

lunch the great horn spoon

I like seeing my friends every day. I like the science activities that we do. I like doing art. I like it when my teacher reads to me.

I still git to see my teacher

I can just get on from my Chromebook.

My favorite thing about online learning is playing with friends on roblox and seeing them everyday.

i like that we can stay in my pj´s

my favorite things on online learnig is sience

my bog is with me

playing video games durring recces whith my friends

My favorite thing about online learning is that we still get to learn.

I like that we still get to have school online together

My favorite things about online learning is that it's different and it's a new experience.

I like to see my friends and my teacher everyday!

My favorite thing about online learning is everyone is safe.

I don't have to come to school on cold days.

nothing

that you can learn and make freinds and stil do other stuff

My favorite thing about online learning is how our teachers / principal try to make everything as normal as possible. So we don´t do everything on the computer.

that I am still in school

being able to work at home in my own space

Everything about online learning

i can learn a lot of new stuff

I like math the best.

Breakout rooms

you are at home with your pets

videos and kahoot

math and activity

I can see my friends

my teacher

We got to play and iready

seeing my frends

seeing you guys

learning

my favoritw thing about online schol is recess.

reading choice board

doing fun thing I like

picking out a prize from the hoot loot cart

I like see me friends

school hose roke

I can do lots of fun things on my computer.

Ms. Sandee

MY favorite things about online learning is that my teacher always have's fun activites to do.

I can be at home with my Mom and Dad.

I see my teacher

My favorite thing is to talk to my friend

seeing my friends,seeing my techer , and lerning

My favorite thing is when she lets go

my favrite thening is math

crafts

Fun Fri day, brakout room, lunch

That we do sharing

That we dont have to pool out a page and thick is the rite one.

Then I'm learning

I can do lots of things on my computer.

sharing days.

The fun assignments

That we can go to Breakout rooms.

I can not think of enthing

my friends

talking with my friends and async work time like the zoo project

Screes

lRead,seasw

haveing lunch at home[:

i can't think of anything

When I'm learning

neha

My favorite thing about distance learning is the breakout rooms, art and reading.

you are at your home with your pets

math problems

MATH

i take longer breaks

i dont really know its all good

We can still meet our friends and teachers

What do you NOT LIKE about online learning?

math and reading

nothing

its a little harder

reading

math

The pressure and the amount of work.

Writing

redene

school.

Hard to focus and can't get much work donr

not having my voice heard

I don´t like it because there is always going to be lag

The thing I do not like about online learning is i don't get to see my friends or teacher in person

The thing I do NOT like about online school is that it simply isn't the same as real school.

I don't like that we can't socialize and work together much.

the online work

One thing that I do not like about online leaning is that it's not as easy to get help from the teacher or have fun with classmates.

not having the same teacher help in person

we rely on the computer so much but sometimes its unreliable and we have no control of it.

The internet is slow sometimes

Sometimes its always laggy and glitch is me out

I don't like having to have my camera on.

that im on a computer for 7 hours and 30 minutes

PE

It's hard to communicate when you're on the computer

homewoke

whenever the internet goes out i have to wait for the internet to come back

nothing.

My least favorite things about distance learning are that we are constantly on the computer and some people do not participate.

When it LAGS it gets annoying. Sometimes have to go back and do it over!

the screen maks ligit come in mu face

I miss seeing my friends in person. I want to be in my classroom.

I can not play with my frends

I miss my school. :(

One thing i dont like about online learning is homework and we can't do like games at pe.

i do not like that i cant see my friends.

i cant share my opinion

not seeing my friends .ect

I do not like that we are sitting around most of the day.

I dont like when we are not all together

My least favorite thing about distance learning is that we can not see our friends in person and some times I get frustrated when Ms. Welty goes to fast.

What I don't like about online learning is that I don't get to see my friends in person

I do not like about online learning is i am not getting help that much anymore and i get frustrated.

I don't come to school.

everything about it

i get bad head aks

Something I don´t like about online learning is how laggy some people are, but it is not their fault.

that sometimes it gliches and it kicks me out

i do not like being on a computer for 6 hours

I like everything about online learning

i get head aks and can not take care of mmy mom because she is sick

Waiting

you can not be with friends

too much talking when i need to focus

I cant play with my friends

I don't get to see my friends

Back Bay the computer kicks you out

it is hard

win it is gleche

not being at school

not being able to talk and play wirh them.

recess with friends

I do not know

doing my homework

I dot no

I do not like foulder Exchange

I can not play with my friends.

hard to concentrate and navigate without an adult

i do not like when i get kicked out and people get glichey.

That some time the tearch get frosein.

I do not get to see my frieads

Some people just talk over my teacher

when it gliches,when i cant hear mrs yust

I don't like that i cant play with my friends

too much math

Sometimes the problems are to easy

That i dont get to spend a lot of time with my frends.

When my friends talk

I can't play with my friends.

chat

I can't think of anything i do not like about online learning

That there is a lot of glitching in the class.

sumtimes the math and reading

when im stressed

my teacher goes too fast for everything and I am board. i miss seeing my friends

Look at the sharing

Reading

too much work being on canera stress rushed

i can't think of anything

When my friends talk

kaur

something I don't like about online learning is I don't get to see my friends at recess in person

you are not with your friends

independant learning

WRITING

that we can't see each other.

i feel like every thing is fine but somtimes it is a bit hard

that we cant meet in-person

that we cant really see each other,and basically i really want to come back to school

i cant see my frineds

GOAL 4: Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

Please write suggested activities/strategies that will align to this goal. Thank you!

Students on playground operating as "Conflict Managers". They help the Noon Duties settle disputes/problems between students.

Student Council

Student led presentations to other classes

Student Tours of our school with older students when we have visitors - focus on STEAM and Project-Based Learning, Growth Mindset, Restorative Practices, Brag Tags

Student Led After/School Groups

Tutoring - older students helping younger students

Science Fridays - or another day..:) Older students partnering with younger students once a month for a science project or PBL unit

Buddy Classes, an upper grade class paired with a lower grade.

Student led family nights: Math, Engineering, etc.

Older student guest readers for lower grade classes.

Have Classroom Ambassadors for greeting and showing guests the classroom...(Robyn and Susan and (?) observed this on a school visitation.

Student morning greeters "Welcoming Committee".

Conflict Managers - 4-6th graders

A Culture Night where students are the experts on a particular country.

KEEP PLEASE

1A	1B	1C	1D
1E	1F	1G	1H
2A	2D	2E	2F
2G	2K	2L	2N
2Q	2R	2S	2T
2U	2V	2W	2Y
2Z	3A	3B	3C
3D	3E	3G	
3F	3H	3K	3J
3L	3M		3N

TAKE IT OR LEAVE IT

2H	2J	2M	2P

DON'T RENEW

2B
2C
2X

PLEASE CONSIDER

1H: School-wide engineering experience vs. competition

2L: School wide diversity celebration to include students in discussion

2P: incorporate into STEAM training, provide opportunities

3J: Need clarification--what does this look like in a classroom?

1-2