



Single Plan for Student Achievement

2019 - 2020 Update

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A. INTRODUCTION

1. DISTRICT DESCRIPTION:

Although the Cardiff community is part of the City of Encinitas, Cardiff School District is maintained as a separate, self-directed entity. It is one of the smallest districts in the county of San Diego. Together, the two district schools, Cardiff Elementary School and Ada Harris Elementary School, have an enrollment of approximately 705 students. The intimate size of the district fosters unique learning opportunities for our students' educational growth. Parent and community support and involvement are vital factors in shaping a positive atmosphere of collaboration.

Recognizing that young elementary school students and older elementary school students have different social, academic and physical needs, the district has separated the schools by grade level. Cardiff Elementary School has students in grades Kindergarten through third. Ada Harris Elementary School has students in third through sixth grade.

The success of the educational approach in the Cardiff School District is evidenced by our students' outstanding performance on the standardized testing required by the State of California.

2. VISION STATEMENT

Our envisioned future articulates our organizational aspirations in the hearts and minds of our students, parents, staff, and community. We actively promote this vision to engage our stakeholders and maintain our focus on what is essential. We envision:
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Lifelong Learners Contributing Citizens Educational Excellence

3. STRATEGIC PLAN SUMMARY

Core Values

Our *Vision* is supported by *Core Values* that help inform our decisions and actions.

In Cardiff Schools...

- We are a community of learners modeling a culture of reflection, continuous improvement and high quality instruction
- Students are recognized as individuals, each contributing to the learning community
- We facilitate engagement and passion for lifelong learning, which fosters an environment where all students learn and grow
- We believe social-emotional learning supports academic and personal success and helps develop a sense of well-being
- We wisely manage financial and physical resources
- The schools, at the heart of the community, cultivate mutually beneficial

- relationships with all stakeholders
- Our stakeholders take pride in the success of our schools and students

Strategic Themes

Our *Core Values* are supported by *Strategic Themes* that interdependently help actualize our vision.

Strategic Theme 1: Excellence in Student Learning

Strategic Theme 2: Energized Learning Environment

Strategic Theme 3: Active Parent and Community Engagement

Strategic Theme 4: Efficient and Effective Resource Management

Strategic Theme #1- Excellence in Learning

- Advances critical thinking across all instructional areas
- Promotes a growth mindset and social-emotional learning to effectively navigate a path to personal success
- Encourages personal initiative, self-advocacy and resilience
- Occurs across all areas of campus and across all subject areas
- Involves reflection and feedback in a continuous, iterative process
- Integrates high standards for personal and global citizenship

Strategic Theme #2- Engaged Learning Environment

- Innovative instruction driven by meaningful assessments and balanced, effective pedagogy
- Relevant and engaging, common core aligned instructional resources integrating essential 21st-century skills
- Student-centered learning spaces where digital tools empower and support personal growth and personalize learning experiences for all students
- Evolving classroom mindset that recognizes students' potential, passions and strengths and provides time to explore and cultivate them in a connected world

Strategic Theme #3- Active Parent and Community Engagement

- Strong schools equal a strong community in a symbiotic relationship
- Establish and support collaborative partnerships
- Involved, active and supportive parent participation
- Open, ongoing communication between home and school
- Positive messaging to the community

Strategic Theme #4- Efficient and Effective Resource Management

- Fiscal stability focused on smart budgeting, maximized funding opportunities, and conservative, strategic fiscal planning
- Physical resources which maintain safe and modern infrastructures are conducive to learning, are balanced with community use, are long-term and flexible toward future needs

- Efficient use of physical resources that considers identification of waste and potential improvements
- The importance of safe, efficient, multimodal transport to school
- Human resources support conditions and benefits that promote a highly motivated and qualified staff
- Opportunities for ongoing, relevant, quality professional development
- Recruitment, training and support of highly effective staff members

B. DISTRICT DEMOGRAPHICS

(as of the first Wednesday of October of that school year)

Enrollment (as of 1st Weds of October)	Cardiff				Ada Harris			
	16-17	17-18	18-19	19-20	16-17	17-18	18-19	19-20
Year	16-17	17-18	18-19	19-20	16-17	17-18	18-19	19-20
Total Enrollment	337	346	340	286	340	357	355	370
English Language Learners	26	26	25	27	35	25	27	27
Economically Disadvantaged	37	56	43	29	45	72	61	66

	Year	Asian	Hispanic	Black	Filipino & Pacific Islander	American Indian	White	Two or More	Other	Intentionally Left Blank
Cardiff School	15-16	2	64	1	0	0	240	25	0	5
	17-18	2	55	2	1	0	245	28	0	13
	18-19	3	52	1	2	0	233	25	0	6
	19-20	3	40	0	2	0	192	24	0	7
Ada Harris	15-16	5	68	0	0	0	273	21	0	0
	17-18	5	75	0	0	0	255	20	0	2
	18-19	2	71	1	0	0	247	30	0	0
	19-20	2	78	1	0	0	252	30	0	1

C. STANDARDS AND ASSESSMENTS

1. SUMMARY OF ASSESSMENTS:

On-going assessment is a critical piece of the instructional program in the Cardiff School District. Assessment results are used to determine student achievement and progress toward mastery of district standards. Assessments are continually reviewed and updated as appropriate and necessary. Assessment results are shared with parents on student report cards and at parent conferences. CAASSP and CELDT results are provided directly to parents. Students who are not meeting district standards are offered additional academic assistance in their area of need. The following are descriptions of some of the formal assessments administered at Cardiff and/or Ada Harris School:

District Writing Sample: A teacher-directed writing sample with a specified prompt for each grade level. It is given twice annually in the Fall and Spring. A copy of the writing sample is kept in the student's cum folder.

Performance-Based Reading Assessment: Also known as a "Running Record," students read a grade-level appropriate book and retell details to demonstrate comprehension. Accuracy Level is scored by a percentage of correctly decoded words; Reading Fluency Level and Comprehension Level are scored on a scale from 1 to 3. This assessment is used in the primary grades.

Standards-Based Math Assessments: Tests that determine student progress relative to District Math Standards given at each trimester.

Standards-Based Reading Assessments: Tests that determine student progress relative to District Language Arts Standards given at each trimester.

English Language Proficiency Assessments for California (ELPAC): A standardized test given annually to English Language learners to determine their English language proficiency level. Students are scored at one of five proficiency levels, from Beginning to Advanced. ELD instruction is based on a student's ELPAC level.

California Assessment of Student Performance and Progress (CAASPP): A California standards-based test given to all students in grades 3-12 in the areas of English Language Arts and Mathematics

California Standards Test (CAST): A state-mandated test in Science given to students in grade 5. Students are scored at one of five proficiency levels, from Far Below Basic to Advanced. This statewide assessment is given annually in May.

PE Asssment: A state-mandated performance-based test given to all fifth graders.

DIBELS: A nationally normed test that measures reading proficiency given to all students three times a year. Students that score below benchmarks are progress monitored with the DIBELS test monthly.

DIBELS Math: A nationally normed test that measures math proficiency given to all students three times a year. Students that score below benchmarks are progress monitored with the DIBELS test monthly.

*Please note that all assessments normally conducted after March 16 were suspended this year due to school closures for the COVID-19 pandemic.

2. SUMMARY OF CALIFORNIA ASSESSMENT RESULTS:

CAASPP (California Assessment of Student Performance and Progress

TOTAL STUDENT POPULATION

ENGLISH LANGUAGE ARTS	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	86	89	116	105	103	85	87	122
Standard Exceeded	39%	55%	37%	41%	37%	45%	40%	27%
Standard Met	36%	24%	31%	37%	35%	32%	36%	40%
Standard Nearly Met	17%	12%	18%	16%	23%	15%	17%	24%
Standard Not Met	8%	8%	15%	6%	5%	7%	7%	10%

TOTAL STUDENT POPULATION

MATH	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	86	89	116	105	103	85	87	122
Standard Exceeded	45%	40%	43%	52%	49%	49%	40%	49%
Standard Met	26%	36%	23%	23%	41%	27%	23%	17%
Standard Nearly Met	21%	17%	20%	16%	8%	18%	23%	18%
Standard Not Met	7%	7%	14%	9%	2%	6%	14%	16%

HISPANIC OR LATINO STUDENTS

ENGLISH LANGUAGE ARTS	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	17	18	21	19	16	17	17	25
Standard Exceeded	27%	39%	25%	26%	33%	35%	24%	13%
Standard Met	27%	22%	35%	32%	13%	29%	47%	38%
Standard Nearly Met	40%	6%	5%	26%	40%	12%	24%	29%
Standard Not Met	7%	33%	35%	16%	13%	24%	6%	21%

HISPANIC OR LATINO STUDENTS

MATH	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	71	18	21	19	16	17	17	25
Standard Exceeded	40%	17%	35%	37%	40%	29%	12%	33%
Standard Met	20%	33%	20%	16%	33%	18%	24%	21%
Standard Nearly Met	26%	39%	15%	32%	20%	29%	41%	21%
Standard Not Met	13%	11%	30%	16%	7%	24%	24%	25%

WHITE STUDENTS

ENGLISH LANGUAGE ARTS	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	58	64	82	81	79	57	63	83
Standard Exceeded	43%	62%	38%	46%	40%	48%	44%	31%
Standard Met	33%	24%	32%	37%	36%	32%	34%	40%
Standard Nearly Met	14%	12%	21%	14%	19%	16%	15%	22%
Standard Not Met	10%	2%	9%	4%	4%	4%	7%	7%

WHITE STUDENTS

MATH	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	58	64	82	81	79	57	63	8
Standard Exceeded	43%	47%	43%	57%	51%	52%	47%	53%
Standard Met	28%	36%	25%	25%	42%	30%	22%	16%
Standard Nearly Met	22%	10%	22%	11%	6%	16%	19%	16%
Standard Not Met	7%	7%	10%	7%	1%	2%	12%	15%

ENGLISH LANGUAGE LEARNERS*

ENGLISH LANGUAGE ARTS	Spring 2018	Spring 2019
	Grades 3-6	Grades 3-6
Number of Students	28	24%
Standard Exceeded	4%	0%
Standard Met	17%	42%
Standard Nearly Met	38%	29%
Standard Not Met	42%	29%

ENGLISH LANGUAGE LEARNERS*

MATH	Spring 2018	Spring 2019
	Grades 3-6	Grades 3-6
Number of Students	28	24
Standard Exceeded	13%	8%
Standard Met	13%	17%
Standard Nearly Met	42%	38%
Standard Not Met	33%	38%

ECONOMICALLY DISADVANTAGED STUDENTS

ENGLISH LANGUAGE ARTS	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	14	18	20	20	18	13	17	22
Standard Exceeded	23%	28%	15%	10%	6%	23%	20%	5%
Standard Met	15%	33%	30%	35%	22%	12%	40%	36%
Standard Nearly Met	43%	6%	20%	40%	44%	23%	23%	27%
Standard Not Met	15%	33%	35%	15%	17%	31%	7%	32%

ECONOMICALLY DISADVANTAGED STUDENTS

MATH	Spring 2018				Spring 2019			
	3rd	4th	5th	6th	3rd	4th	5th	6th
Number of Students	14	18	20	20	18	13	17	22
Standard Exceeded	31%	11%	15%	15%	22%	23%	13%	22%
Standard Met	15%	28%	15%	25%	50%	15%	13%	18%
Standard Nearly Met	38%	44%	25%	35%	22%	23%	53%	27%
Standard Not Met	15%	17%	45%	25%	6%	38%	20%	41%

D. IMPROVEMENT PRIORITIES

1. GOALS FOR IMPROVING STUDENT PERFORMANCE

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of instructional support programs. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

DISTRICT GOAL #1: Any increase in student scores on the 2020-21 California Assessment of Student Performance and Progress (CAASPP) in English Language Arts for All Students and increase by 10% for English Learners.				
Student groups and grade levels to participate in this goal: All students grades 3-6		Anticipated annual performance growth for each group: Any increase for All Students and 10% for English Learners		
Means of evaluating progress toward this goal: Student achievement data in instructional support programs (DIBELS, Benchmark Assessments, Interim Assessments)		Group data to be collected to measure academic gains: CAASSP testing data for the 2020-21 school year		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Sources
<ul style="list-style-type: none"> - Implementation of the following instructional support programs (see appendix for program descriptors): - Learning Lab, RAD - Reading Lab - Classroom Instructional Aides 	September-May	Salaries and benefits for instructors	TBD	General Fund

DISTRICT GOAL #2: Any increase in student scores on the 2020-21 California Assessment of Student Performance and Progress (CAASPP) in Math for All Students and increase by 10% for English Learners.				
Student groups and grade levels to participate in this goal: All students grades 3-6		Anticipated annual performance growth for each group: Any increase for All Students and 10% for English Learners		
Means of evaluating progress toward this goal: Student achievement data in instructional support programs		Group data to be collected to measure academic gains: CAASSP testing data for the 2020-21 school year		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Sources
<ul style="list-style-type: none"> - Implementation of the following instructional support programs (see appendix for program descriptors): - Learning Lab - Math Intervention - Classroom Instructional Aides 	November-May	Salaries and benefits for instructors	TBD	General Fund

2. ACTION PLAN AND RECOMMENDED EXPENDITURES

Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and supports the following academic programs and related expenditures to raise the academic performance of all student groups:

INSTRUCTIONAL SUPPORT PROGRAMS

RAD PROGRAM: (All students grades 1-3) Small-group, guided process reading instruction at each student's ability level. Instruction takes place within the classroom three days a week for 30 minutes by three trained paraprofessionals and the classroom teacher.

LEARNING LAB: (At-risk students grade K-3 at Cardiff School) Small group reading and math intervention. Instruction is delivered as a pull-out on a regular schedule by a certificated teacher and paraprofessionals under the direction of the certificated teacher.

LEARNING LAB: (At-risk students grades 3-6) Small group intensive reading and math intervention at the students' instructional reading level. The program consists of daily pull-out for 45 minutes as well as some push-in support. Instruction is delivered by a certificated teacher and by paraprofessionals under the direction of the certificated teacher.

ELD PROGRAM: (English Learner students grade K-6) Small group English language support delivered under the supervision of a credentialed teacher on a pull-out or push-in basis.

INSTRUCTIONAL AIDES: (All Students K-6) Instructional aides provide instructional support to students within the classroom an average of at least 90% of their funded time. They utilize small group participation and individual teaching in the core curriculum areas at the direction of the classroom teacher. Each classroom is currently allocated four hours per week.

E. EQUAL ACCESS / SCHOOL CLIMATE

All students have equitable access to, and the opportunity to participate in and benefit from, high-quality curricular activities. Students and employees are not, on the basis of gender, excluded from participation in, denied the benefits of, or subjected to harassment or other forms of discrimination in any program or activity.

F. GOVERNANCE

The School Site Council will review the Single Plan for Student Achievement and establish new goals annually and, if necessary, make other modifications in the plan to reflect changing needs and priorities. The Single Plan for Student Achievement will be recommended by the Site Council and approved the Board of Trustees.

G. PROGRAMS/BUDGET

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated.

State Programs	Allocation
Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	0

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	0
X Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$14,752
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	0
Title III, Part B: Immigrant <u>Purpose:</u> Support learning environments that promote academic achievement for English-learners.	0

H. ASSURANCES AND SIGNATURES

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring Board approval.
3. The school site council reviewed the content requirements for school programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met.
4. This school plan is based on analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council at a public meeting on:

Attested:

Printed name of School Principal

Signature of School Principal/Date

Printed name of SSC Chairperson

Signature of SSC Chairperson/Date

I. SCHOOL SITE COUNCIL MEMBERS

Members of the School Site Council 2019- 2020

<u>SCHOOL STAFF</u>	<u>PARENTS</u>
<i>Principals:</i> Julie Parker Janelle Scheftner	Virginia Lenac David Painter
<i>Teachers:</i> Susie Murray Christa Stone	
<i>Support Staff:</i> Anne Neal	