



2020-2021 SPSA Overview

School Profile

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow.

Theodore Vick Elementary School serves students from kindergarten to 5th grade and has approximately 530 students. We have all students receiving breakfast and lunch with no charge to them along with a grant giving our students a fruit or vegetable snack three times a week. We have a free after school program that supports our students with homework and also enrichment activities including sports. We have a school library where students can check out books to support meeting their accelerated reading goals. Our librarian reads to classes at least monthly. We utilize PBIS and our Mustang store to support a positive culture for behavior.

A highly competent staff has established a close rapport with the students and the community. Outside of school tutoring is offered to students who meet the criteria along with teacher recommendation. During the school day teachers' work with targeted small groups to scaffold learning for students. We have 1 to 1 Chrome books for students in all grades. Teachers use technology to support their teaching and engage students.

During non-COVID times we have parent engagement classes on campus: ESL, Citizenship, Zomba, Nutrition classes. We have PTO, and Coffee with the Principal. When students are attending at school we have 5 Pageants and 4 Awards ceremonies per year. We have PTC twice a year. This year we are having 3 parent trainings on how to support students during Distance Learning. We have SSC and ELAC monthly. We normally have Harvest Festival and a Family Dance in the spring, as well as Math Night, Literacy Night, and Science Fair Night. We use our webpage, dialers and ClassDojo to keep parents informed.

SPSA Highlights

Theodore Vick Elementary School receives both schoolwide Title 1 funds along with LCFF funds. We will use these funds to support improvement of Conditions of Learning, Pupil Outcomes and Engagement. Our staff and stakeholders came together to make a plan to implement these improvements.

School Vision and Mission

Mission Statement: To prepare every student to be successful in high school, in college, in career, and in the 21st century global community. Vision Statement: To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success.

School Motto Ted Vick Mustangs **R.O.C.K.!** Respect for our world, **O**wning our choices, **C**aring for others, and **K**eeping our focus!

Stakeholder Involvement

In August the staff and teachers review CAASSP data and draw conclusions. In August and September the Administration and teachers use the data and the conclusions drawn to choose two professional development foci for the year. In September and October the SPSA is written and discussed at staff meetings, leadership team meetings and reviewed for input at ELAC and SSC. Plan is approved in October and shared with the Board and approved in November 2020.

Student Demographics

20% African American	65% Hispanic/Latino	6% White
4% Two or More Races	17% English Learners	86% SED
13% SWD	6% Foster Youth	1% Homeless

Comprehensive Needs

LCAP surveys were taken by teachers, students and families: Most parents felt the school has high expectations for all students, provided high quality instruction, that supports are in place for all students, report there is support and academic intervention available, feel that students are provided information about college preparation, report their students have a strong connection to school, feel teachers care about their student, feel their students are safe at school. PD needs assessment survey to our teachers which resulted in our professional development plan to include the reading comprehension strategy of thinking maps, interactive notebooks and notetaking, along with number talks for mathematics.

Classroom observations are performed at least once a week with general feedback to staff regularly. All observations are performed for the purpose of supporting teacher instruction and refining professional development to improve instruction. Findings gained from classroom observations included that there is a lack of consistency between teachers, teams and grade levels. When observing teachers, we are seeing increased engagement strategies and increased technology skills. Patterns we are seeing include are checking for understanding through universal response tools, kinesthetic activities and implementation of awards systems as well as formal and informal assessments and developing small groups to meet student need.

Teachers use CAASSP data from the previous year to identify areas that students scored both high and low to fine tune their instruction for the new class of students. Our District is using IBAs and for kindergarten ESGI to support progress of students on Standards. Grades 1-5 use STAR reading and Math quarterly. We also use Lexia scores to place students in schoolwide MTSS.

Teachers collaborate weekly to improve instruction. Quarterly they compare STAR test scores. We also use Lexia for support in ELA, IXL to support math. All teachers are highly qualified and credentialed, receive regular professional development and have access to State adopted materials.

All teachers adhere to State and District guidelines for instructional minutes. Teachers meet weekly to support each other with pacing and progress through the Standards. During COVID the new schedule of minutes is: K 180 total minutes, 45 synchronous, 1st grade 230 total minutes, 60 synchronous, 2nd grade 230 total minutes, 90 synchronous, 3rd 230 total minutes, 90 minutes synchronous, for 4th and 5th grade 240 total minutes, 120 synchronous.

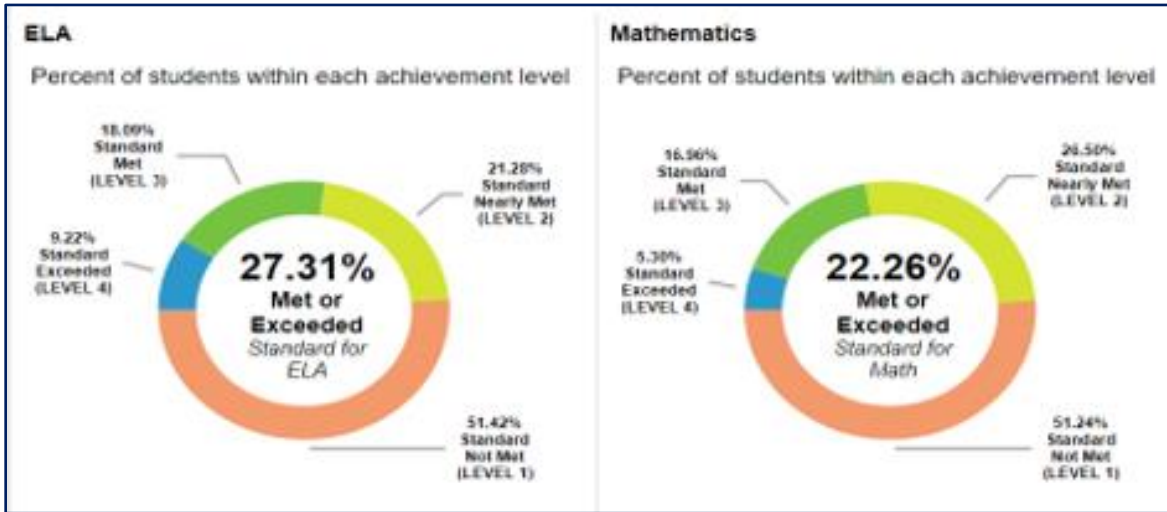
All Theodore Vick Elementary families receive information at Back to School Night, all calls home, parent teacher conferences twice a year, school website, school and teacher dojo, progress reports. There is also support given to parents at ELAC meetings and Coffee with the Principal. School staff and parents equally make up the committee that meets seven times a year to collaborate around the school plan and evaluate progress on the plan. Theodore Vick is a school wide Title 1 school and we receive LCFF funding.

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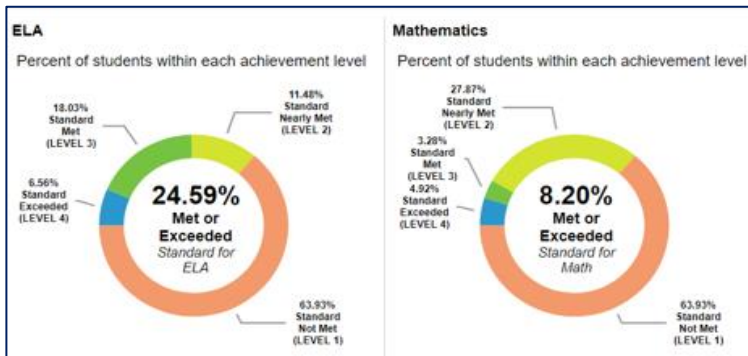
School and Student Performance Data

ELA & Math All Students 2018-2019

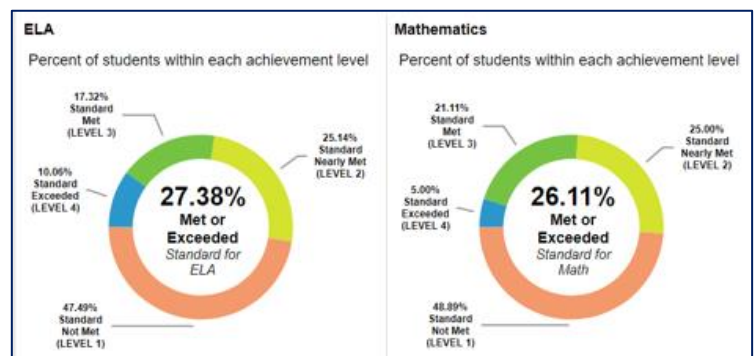


ELA & Math Student Groups 2018-2019

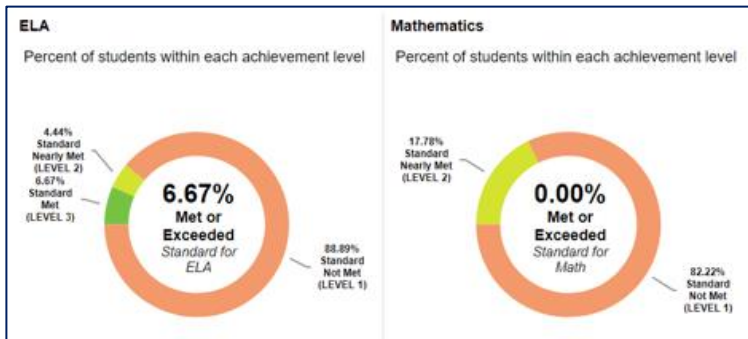
Black or African American



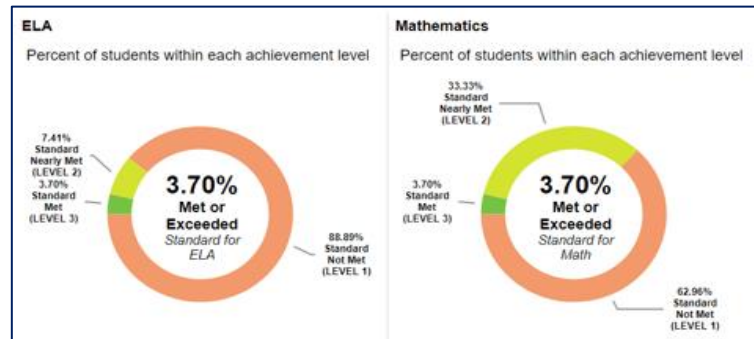
Hispanic or Latino



Students with Disability

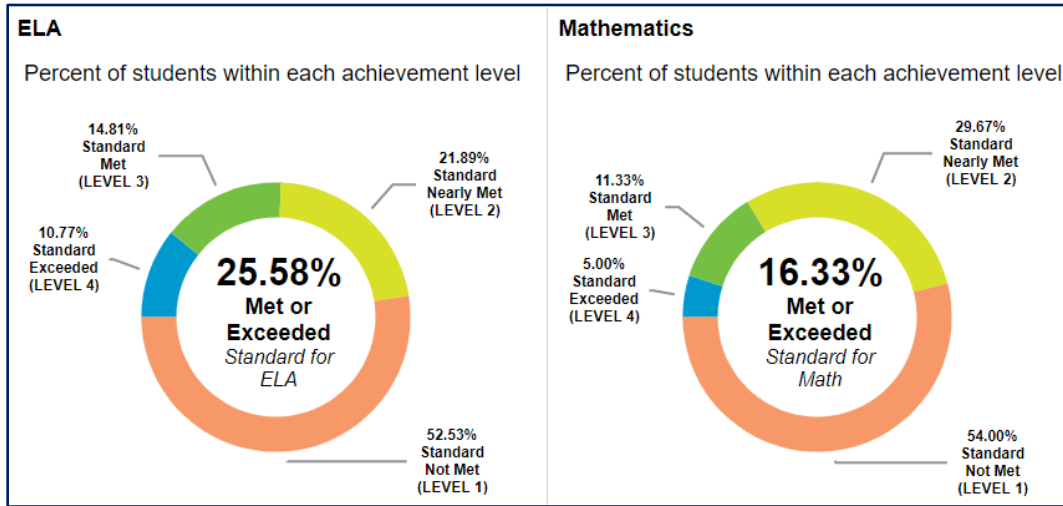


English Learner



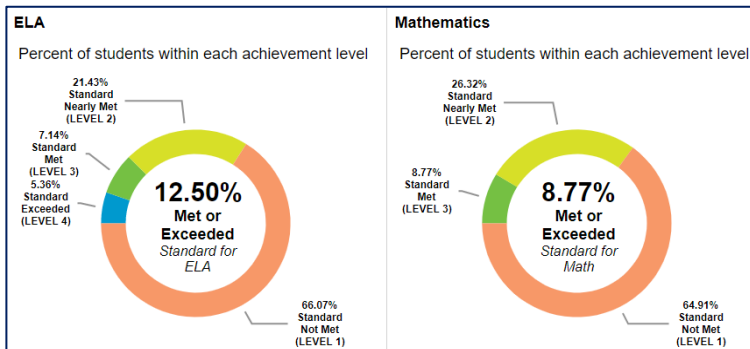
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ELA & Math All Students 2017-2018

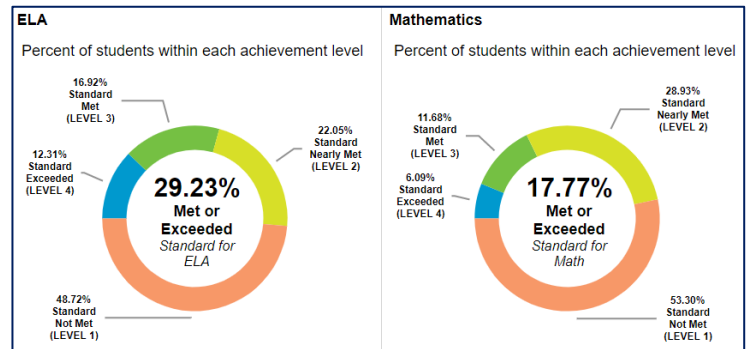


ELA & Math Student Groups 2017-2018

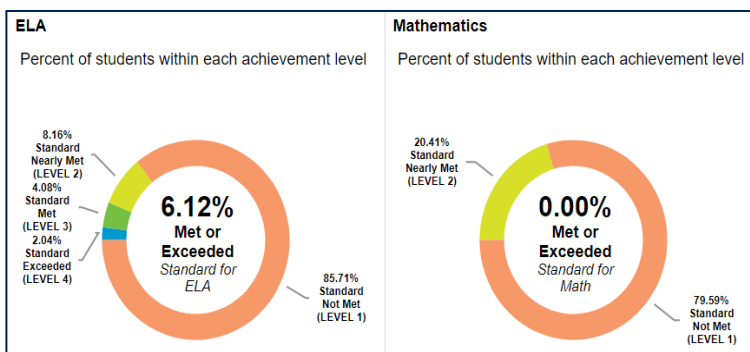
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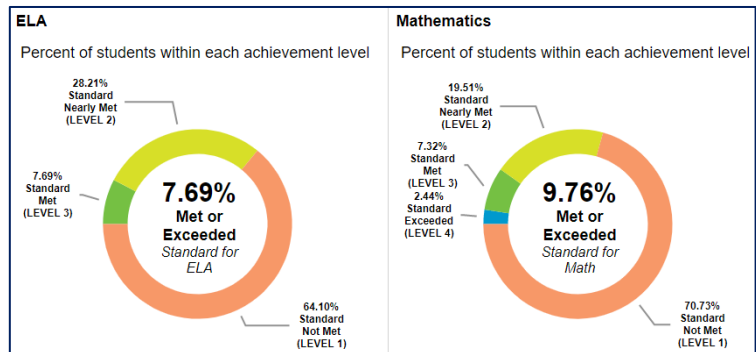
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Students with Disability



English Learner



2020-2021 SPSA Goals

LCAP Goal 1: Conditions of Learning

SPSA Goal 1: For the 2020/2021 school year, all students will continue to have their own learning technology (i.e. Chromebooks) and will engage in lessons which are delivered through 21st Century Learning Techniques. Chromebooks for student use will continue to be replaced as they run out of updates. Teachers will have a computer, camera and headphones to work from to be able to support Distance learning.

We will continue to be an AVID elementary school using strategies, which include Writing, Inquiry, Collaboration, Organization and Reading (WICOR), complemented by the use of technology.

All teachers will be provided professional development in the above areas. All teachers will be 100% credentialed. The physical learning environment will be conducive to the needs of all stakeholders per the Williams Act.

Budget	Strategy/Activity	Student Group Served
District Funded	Replacement Chrome books for students	All
Title 1, LCFF, Site Discretionary	Staff technology	All
District Funded	Chromebooks for all students	All
Title 1, LCFF, Site Discretionary	Staff Technology	All
Title 1	Teacher professional development	All
Title 1	Additional teacher planning time	All
District Funded	Educational Technology Specialist	All
District Funded	District teacher trainings and District hot spots for families	Socioeconomically Disadvantaged, Homeless, Foster

LCAP Goal 2: Pupil Outcomes

SPSA Goal 2: For the 2020-2021 school year the percentage of students meeting or exceeding grade level standards on the CAASPP in ELA and math will improve by 5% school wide and for all student groups for grades 3-5. 95% of all students, K-5, will increase by at least 9 months from the fall to the spring STAR screenings in ELA and math. Percentage of students not at grade level in Lexia will decrease to 25% or less for each grade level, K-5.

Budget	Strategy/Activity	Student Group Served
Title 1	Outside of school tutoring	At Risk Students
Grant	After School Program	At Risk Students
Title 1, LCFF	Additional hours for classified employees	All Students
LCFF	Meetings, home visits, rewards, PBIS and student of the month, training staff team	At Risk Students

Title 1, LCFF	AVID materials, instructional materials	All Students
Title 1, LCFF	IXL computer math program/ mystery science supplementary program	All Students
Title 1, LCFF	No Excuses Professional Development for teachers, books and running record materials	All Students
GATE and high achieving students	GATE club weekly after school	LCFF
LCFF	Student Study Teams	At Risk Students

LCAP Goal 3: Engagement

SPSA Goal 3: For the 2020-2021 school year monthly attendance will increase by 2%, the percentage of students suspended will be lowered to under 5% schoolwide and for all subgroups. Chronic Absenteeism will decrease by 2% school wide and be lowered to under 10% for all subgroups.

Increase parent engagement and provide opportunities for parents to actively engage on campus.

Budget	Strategy/Activity	Student Group Served
Title 1, District Funded	Parent Trainings	All
	Parent contacts	At Risk Students
District Funded	Teacher professional development	All
LCFF	Staff supervision	All
District Funded	SEL support	All
Title 1	Capturing Kids Hearts Conference	At Risk
Title 1	No Excuses University t-shirts	At Risk
LCFF	Buddy Bench	All

Goal 4: EL student achievement will increase 5% toward English Language Proficiency with a focus on closing the achievement gap for English Learners as measured by CAASPP ELA, CA School Dashboard English Learner Progress Indicator and Star Reading/Early Lit data.

Budget	Strategy/Activity	Student Group Served
LCFF	Summative ELPAC Substitutes	EL
Title 1	Tutoring	EL
District Funded	Teacher professional development	EL
LCFF	EL Coordinator	EL





We want to increase:

- 5% increase for all students and subgroups on CAASPP
- 2% increase for attendance
- EL Proficiency by 5% toward proficiency

We want to decrease:



- Suspensions under 5%
- Chronic Absenteeism under 10%
- Achievement Gap

We want to maintain:



- 100% Teachers Credentialed
- 100% 1 to 1 Chromes for students
- Learning environment conducive to the Williams Act



Theodore Vick Elementary School

Principal: Dr. Diane Kammeyer

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