

School Year: **2019-20**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elm Street Elementary School	56725386055289	October 17, 2019	November 13, 2019

## 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)

Schoolwide Program

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.

Elm Street School will effectively meet the Every Student Succeeds Act (ESSA) by implementing the three Oxnard School District goals: Goal 1- All students will reach high academic standards in reading and mathematics. Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning. Goal 3 - Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. The staff is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through

the implementation of 1:1 devices for all students in grades 2nd through 5th grade. We will implement CCSS through the following state adopted programs McGraw-Hill, My Math and Wonders/Maravillas. We will also be using Dual Language Units in Kindergarten and First grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. We are currently piloting Next Generation Science Standards (NGSS) and using FOSS kits. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Reading Specialist and Instructional Support Providers. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. In order to implement CCSS, the Elm St. teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students informally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. The Elm St. School will focus on Positive Behavior Intervention Supports (PBIS) through the use of CHAMPS and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Elm St. School maintains continual communication with all stakeholders through SSC, ELAC, Title 1 Meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, and Connect Ed.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Instructional Leader is documenting a systematic approach to visiting classrooms which is to focus on two grade levels a day and take anecdotal notes in order to observe daily routines and teaching practices. The instructional leader will give immediate positive feedback to teacher based on observations.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities (PLC) teachers will analyze and interpret data through the use of the following assessments tools to improve student achievement. The following tools will be used:

STAR 360 Early Literacy, Math & Reading  
ELPAC  
CAASPP  
IAB  
Essential Literacy Skills (ELS)  
Curriculum Benchmarks

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet weekly in Professional Learning Communities (PLC) to monitor student progress via the curriculum embedded assessments as well as discuss best teaching practices in order to move students forward. Student instructional groups for Universal Access, English Language Development, and intervention groups are determined based on these assessments.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level is provided twice a month during the instructional day, as well as three times a month after-school to be able to collaborate on best teaching practices and monitor student growth. One of the teaching practices that we will focus on more this year is cooperative learning groups. Teachers will focus on cooperative learning groups to focus on greater oracy in the classrooms. I have observed more cooperative learning groups during my classroom observations. Teachers will also focus on writing across the curriculum and especially incorporating more writing in math. The focus will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to incorporate a Growth Mindset approach to learning.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

First instruction is a critical component to enable under-performing students to meet standards. As an instructional leader I will guide, support and model the incorporation of Cooperative Learning groups in order to build more academic vocabulary through oracy. I have observed more cooperative learning groups during my classroom observations. Teachers will also focus on writing across the curriculum and especially incorporating more writing in math. The focus will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to incorporate a Growth Mindset approach to learning. District funded Reading Specialist provides daily reading intervention for Kindergarten through second grade that have been identified as below grade level in Reading.

## Evidence-based educational practices to raise student achievement

At Elm Street School, we will participate in Professional Learning Community practices, grade level teaming and collaboration to support first instruction. One of the teaching practices that we will focus on more this year is cooperative learning groups. Teachers will focus on cooperative learning groups to focus on greater oracy in the classrooms. I have observed more cooperative learning groups during my classroom observations. Teachers will also focus on writing across the curriculum and especially incorporating more writing in math. The focus will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to incorporate a Growth Mindset approach to learning.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Elm St. School, throughout the school year, parents are invited to participate in a variety of educational and advisory opportunities. Our SSC consists of 5 parents with direct input into our School Plan for Student Achievement (SPSA). The English Language Advisory Committee (ELAC) also provides recommendations to our SSC for English Learners (EL) services to include into the SPSA. Parents are invited to our regularly scheduled SSC, ELAC, Coffee with the Principal, PTA, and Title I meetings to stay informed and provide input on programs available to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the educational programs at Elm St. School. Parent workshops, classes, and trainings are offered throughout the school year (Triple P positive parenting, Healthy Bodies Healthy Minds, Nutrition, mental health, family reading nights, Latino Literacy project, Loving Solutions, Parent Project, Citizenship, etc.). Parents are also encouraged to attend our Back to School Night, Reading Nights, trimester awards ceremonies, parent-teacher conferences in Fall and Spring, volunteer in classroom and chaperone students on field trips.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

It is critical to have all the stake holders involved in the evaluation of the ConApp Programs. At Elm St. School, the Principal has developed a yearly calendar to ensure that all the stake holders are involved. The Leadership Team meets once a month on a Monday, and on the following day shares with grade level teams about what was discussed and if anything needs to be discussed at the next Leadership Team or at the next Staff Meeting. The Principal also meets with the SSC, ELA, and PTA on a regular basis to share goals for the year. Coffee with the Principal is also an informal manner to receive recommendations or get feedback from the community.



## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services will be funded to enable under performing students to meet the standards:

Kindergarten Paraprofessional Support  
Intervention Support Providers  
Professional Learning Communities  
Enrichment Field Trips  
Substitutes for SST/IEP meetings  
Librarian  
Professional Development and Conferences

Title 1 funding will be allocated to support under-performing students by providing extra support through ISPs. Title 1 funding is also being provided for teachers to provide tutoring afterschool. Title 1 & Supplemental Concentration funding is allocated for two Instructional Support Provider (ISP) to provide intervention support for students in grades first through fifth grade four days a week. The ISP provider is also covering classes six hours twice a month, so that grade levels can meet for Professional Learning Communities (PLC) during the instructional day.

## Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

## **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**

The Instructional Leader began the involvement Process for the SPSA and Annual Review and Update with the Leadership Team. The proposed 2019-20 school budget was also shared along with the correlation of the three SPSA goals to the allocation of funding. Each grade level Leadership Team Member shared the SPSA at their grade level meeting and new goals were set for both English Language Arts and Mathematics. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from the following groups in order to support all the strategies/activities as wrttten in the SPSA. The proposed 2019-20 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared with stakeholders and we will be reviewing the effectiveness of each action as detailed in the SPSA.

## Resource Inequities

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

The Leadership Team shared that PLCs were not taking place with fidelity. The Outreach Coordinator moved to a new school in March and the vacancy was not filled until this school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	%	%			
Asian	0.2%	0.16%	%	1	1	
Filipino	0.6%	0.63%	%	4	4	
Hispanic/Latino	97.0%	96.99%	%	655	612	
Pacific Islander	0.3%	0.32%	%	2	2	
White	1.6%	1.74%	%	11	11	
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				675	631	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	92	96	
Grade 1	114	92	
Grade 2	121	99	
Grade 3	116	108	
Grade 4	130	112	
Grade 5	102	124	
<b>Total Enrollment</b>	675	631	

### Conclusions based on this data:

One of the factors impacting a decrease of enrollment can be the high cost of living in the surrounding area.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	515			76.3%		
Fluent English Proficient (FEP)	64			9.5%		
Reclassified Fluent English Proficient (RFEP)	43			8.5%		

### Conclusions based on this data:

Elm St. School had a high increase in students reaching reclassification criteria from the previous year. During the 2017-18 Academic year, 12 students were re-classified. During the 2018-19 academic year, 51 students were re-classified. Teachers have a designated ELD block, which focuses on the four domains. Due to the the fidelity of ELD, a greater number of students have been re-classified.

# 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	121	105	101	120	104	99	120	104	99	99.2	99	98
Grade 4	129	114	99	128	114	99	128	114	99	99.2	100	100
Grade 5	103	126	112	102	124	112	102	124	112	99	98.4	100
All Grades	353	345	312	350	342	310	350	342	310	99.2	99.1	99.4

\* 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	2333.	2363.	2357.	5.00	9.62	6.06	7.50	18.27	9.09	18.33	17.31	30.30	69.17	54.81	54.55
Grade 4	2388.	2375.	2405.	4.69	5.26	12.12	13.28	7.02	15.15	18.75	20.18	13.13	63.28	67.54	59.60
Grade 5	2421.	2426.	2430.	0.98	4.84	6.25	12.75	16.13	17.86	32.35	23.39	17.86	53.92	55.65	58.04
All Grades	N/A	N/A	N/A	3.71	6.43	8.06	11.14	13.74	14.19	22.57	20.47	20.32	62.57	59.36	57.42

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	5.00	9.62	9.09	25.00	38.46	38.38	70.00	51.92	52.53
Grade 4	9.38	7.89	11.11	35.16	34.21	36.36	55.47	57.89	52.53
Grade 5	5.88	8.87	11.61	46.08	40.32	33.04	48.04	50.81	55.36
All Grades	6.86	8.77	10.65	34.86	37.72	35.81	58.29	53.51	53.55

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	4.17	3.85	5.05	25.00	36.54	38.38	70.83	59.62	56.57
Grade 4	4.69	3.51	7.07	37.50	27.19	43.43	57.81	69.30	49.49
Grade 5	2.94	6.45	4.46	43.14	35.48	42.86	53.92	58.06	52.68
All Grades	4.00	4.68	5.48	34.86	33.04	41.61	61.14	62.28	52.90

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	4.17	8.65	5.05	53.33	64.42	64.65	42.50	26.92	30.30
Grade 4	3.13	2.63	12.12	52.34	60.53	53.54	44.53	36.84	34.34
Grade 5	4.90	3.23	2.68	57.84	54.84	54.46	37.25	41.94	42.86
All Grades	4.00	4.68	6.45	54.29	59.65	57.42	41.71	35.67	36.13

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	9.17	11.54	6.06	31.67	36.54	44.44	59.17	51.92	49.49
Grade 4	5.47	3.51	14.14	44.53	36.84	33.33	50.00	59.65	52.53
Grade 5	3.92	9.68	14.29	43.14	41.13	34.82	52.94	49.19	50.89
All Grades	6.29	8.19	11.61	39.71	38.30	37.42	54.00	53.51	50.97

**Conclusions based on this data:**

In all four domains of Reading, Writing, Listening and Research & Inquiry SBAC All Grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. In the domains of Reading, Writing and Research & Inquiry for the 2018-19 academic year the percentage rate increased in the Near Standard Area which is also positive growth. In the domain of Reading the percentage of students decreased in the Below Standard Area which is also positive growth. We want to see the least amount of students in the Below Standard Area, and increase our percentage rates in the Near Standard Met and the Above Standard Met. The area of greatest concern is the percentage of students in the Below Standard Met in the four domains of Reading, Writing, Listening and Research & Inquiry. In the area of ELA Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 29.6%. Unfortunately, the current fourth graders increased the DFM by 7.5%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. PLC time will also be focused on reviewing student data as well as looking at student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day with the support of the two Intervention Support Providers and the Reading Specialist.

# 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	121	105	101	120	104	101	120	104	101	99.2	99	100
Grade 4	129	114	99	128	114	99	128	114	99	99.2	100	100
Grade 5	103	126	112	102	125	112	102	125	112	99	99.2	100
All Grades	353	345	312	350	343	312	350	343	312	99.2	99.4	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	2357.	2381.	2375.	0.83	3.85	5.94	7.50	19.23	8.91	29.17	25.96	33.66	62.50	50.96	51.49
Grade 4	2404.	2401.	2425.	0.78	0.88	5.05	10.94	9.65	10.10	41.41	33.33	40.40	46.88	56.14	44.44
Grade 5	2409.	2423.	2421.	0.98	1.60	1.79	0.00	4.00	3.57	24.51	23.20	22.32	74.51	71.20	72.32
All Grades	N/A	N/A	N/A	0.86	2.04	4.17	6.57	10.50	7.37	32.29	27.41	31.73	60.29	60.06	56.73

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	1.67	9.62	7.92	27.50	31.73	27.72	70.83	58.65	64.36	
Grade 4	3.91	5.26	7.07	21.88	23.68	29.29	74.22	71.05	63.64	
Grade 5	0.98	1.60	2.68	16.67	16.80	19.64	82.35	81.60	77.68	
All Grades	2.29	5.25	5.77	22.29	23.62	25.32	75.43	71.14	68.91	

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	5.00	10.58	9.90	31.67	38.46	45.54	63.33	50.96	44.55
Grade 4	3.13	2.63	8.08	31.25	37.72	42.42	65.63	59.65	49.49
Grade 5	0.98	1.60	2.68	21.57	30.40	25.89	77.45	68.00	71.43
All Grades	3.14	4.66	6.73	28.57	35.28	37.50	68.29	60.06	55.77

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	2.50	5.77	4.95	38.33	48.08	40.59	59.17	46.15	54.46
Grade 4	3.91	6.14	8.08	39.06	38.60	43.43	57.03	55.26	48.48
Grade 5	0.00	2.40	1.79	32.35	36.00	34.82	67.65	61.60	63.39
All Grades	2.29	4.66	4.81	36.86	40.52	39.42	60.86	54.81	55.77

**Conclusions based on this data:**

In all three mathematical domains of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning the percentage of students in the Above Standard Area increased in the 2018-19 academic year. In the area of Concepts & Procedures and Problem Solving & Modeling/Data Analysis the percentage of students decreased in these two areas which is positive. What is the greatest concern is that in all three domains the percentage of students in the Below Standard Area increased. In the area of Math Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 23/3%. Unfortunately, the current fourth graders increased the DFM by 8.0%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. In the area of Math, math journals will be implemented in order to increase the rigor and including more writing during math instruction to address the areas of greatest concern. As a staff, we will also be using resources from Jo Boaler and access her Youcubed website. In the area of mathematics, growth mindset concepts will be implemented into the daily routine like NumberTalks. The teachers that went to the summer math training on growth mindset will be leading professional development opportunities during the November SIP Day as well as Staff meetings dedicated to Professional Development during the year.



# 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	

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

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

Written 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

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	

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	

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	

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	

**Conclusions based on this data:**

During the 2017-18 Academic year, 12 students were re-classified. During the 2018-19 academic year, 51 students were re-classified. Teachers have a designated ELD block, which focuses on the four domains. Due to the the fidelity of ELD, a greater number of students have been re-classified.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>631</b>	<b>91.6%</b>	<b>75.1%</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	474	75.1%
Homeless	2	0.3%
Socioeconomically Disadvantaged	578	91.6%
Students with Disabilities	38	6.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	1	0.2%
Filipino	4	0.6%
Hispanic	612	97.0%
Two or More Races	1	0.2%
Pacific Islander	2	0.3%
White	11	1.7%






### Conclusions based on this data:

The majority of our students at Elm St. School are both Socioeconomically Disadvantaged and English Learners. With this knowledge, we have to be very mindful of the ELPAC scores and use this information to impact instruction. We also need to use our Free Breakfast and Lunch program as well as our Brown Bag Program to reach as many of our students that are Socioeconomically Disadvantaged to have nutritious meals.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		

### Conclusions based on this data:

Elm St. School is closing the achievement gap at a very slow rate. As a result, Elm St. School has reviewed CAASPP data and agreed on focuses on Professional Learning Communities (PLC) which will focus on writing and math during the 2019-20 academic year. Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Outreach Specialist and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism. Elm St. Schools overall suspension rate is very low. As the new Interim Principal, I am implementing the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

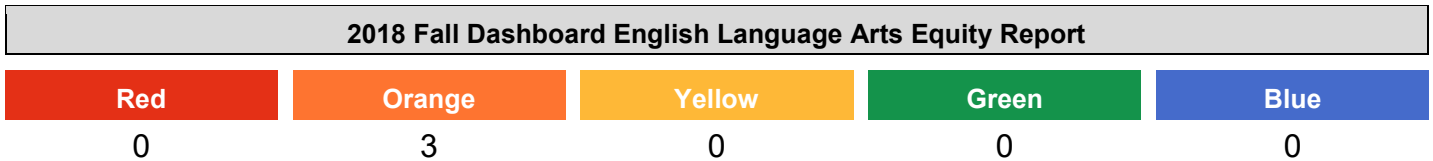
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 80.1 points below standard Increased 7.8 points 336 students	<p><b>English Learners</b></p>  Orange 85.9 points below standard Increased 7 points 282 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 84.9 points below standard Increased 4.9 points 306 students	<p><b>Students with Disabilities</b></p>  No Performance Color 136.2 points below standard Increased 4.5 points 27 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.5 points below standard Increased 7.3 points 326 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
122 points below standard Declined -9.6 points 176 students	25.9 points below standard Declined -20.6 points 106 students	65.6 points below standard Maintained 2.5 points 46 students

**Conclusions based on this data:**

In all four domains of Reading, Writing, Listening and Research & Inquiry SBAC All Grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. In the domains of Reading, Writing and Research & Inquiry for the 2018-19 academic year the percentage rate increased in the Near Standard Area which is also positive growth. In the domain of Reading the percentage of students decreased in the Below Standard Area which is also positive growth. We want to see the least amount of students in the Below Standard Area, and increase our percentage rates in the Near Standard Met and the Above Standard Met. The area of greatest concern is the percentage of students in the Below Standard Met in the four domains of Reading, Writing, Listening and Research & Inquiry. In the area of ELA Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 29.6%. Unfortunately, the current fourth graders increased the DFM by 7.5%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. There is an agenda provided for the PLC time. The areas of focus are discussed during the monthly Leadership Team meeting. PLC time will also be focused on reviewing student data as well as looking at student work samples. After reviewing student data on a six

to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day with the support of the two Intervention Support Providers and the Reading Specialist.

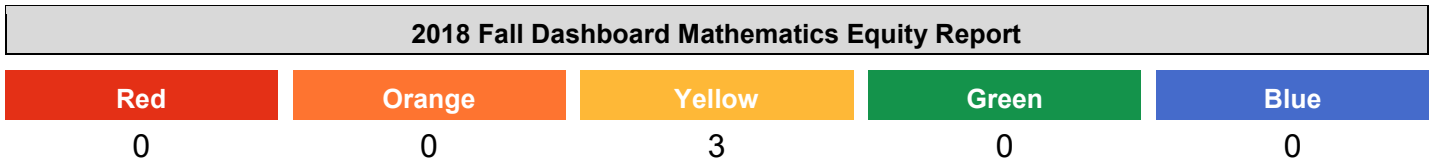
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.











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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>81.3 points below standard</p> <p>Increased 9.2 points</p> <p>337 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>83.9 points below standard</p> <p>Increased 10.7 points</p> <p>283 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>84.5 points below standard</p> <p>Increased 8.4 points</p> <p>307 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>137.1 points below standard</p> <p>Increased 13.3 points</p> <p>27 students</p>



**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 80.8 points below standard Increased 9.7 points 327 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

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.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
98.3 points below standard Increased 6.6 points 176 students	60.3 points below standard Declined -11.8 points 107 students	75.9 points below standard Maintained -2.8 points 46 students

**Conclusions based on this data:**

In all three mathematical domains of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning the percentage of students in the Above Standard Area increased in the 2018-19 academic year. In the area of Concepts & Procedures and Problem Solving & Modeling/Data Analysis the percentage of students decreased in these two areas which is positive. What is the greatest concern is that in all three domains the percentage of students in the Below Standard Area increased. In the area of Math Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 23/3%. Unfortunately, the current fourth graders increased the DFM by 8.0%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. In the area of Math, math journals will be implemented in order to increase the rigor and including more writing during math instruction to address the areas of greatest concern. As a staff, we will also be using resources from Jo Boaler and access her Youcubed website. In the area of mathematics, growth mindset concepts will be implemented into the daily routine like NumberTalks. The teachers that went to the summer math training on growth mindset will be leading professional development opportunities during the November SIP Day as well as Staff meetings dedicated to Professional Development during the year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
418	22.2%	38.3%	26.6%	12.9%

### Conclusions based on this data:

Elm St. School student's are progressing from Level 1:Beginning Stage to Level 4:Well Developed at a moderate level. Students in the Level 4: Well Developed Category and Level 3: Moderately Developed Category are at 60.5% This is a significant number of our students progressing from the lowest to the highest level on English Language Proficiency Assessments for California (ELPAC).

# 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.

2018 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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

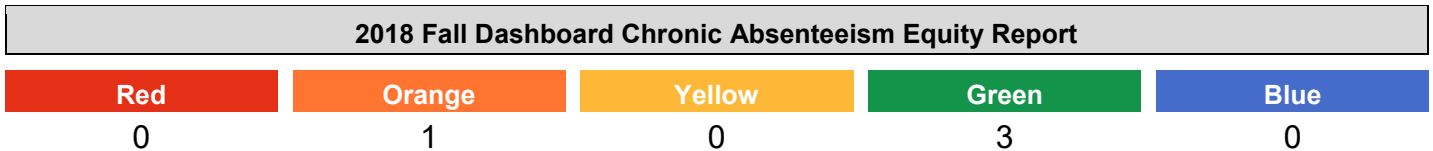
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>4.7% chronically absent</p> <p>Declined 1.3%</p> <p>643 students</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>3.3% chronically absent</p> <p>Declined 1%</p> <p>481 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>5% chronically absent</p> <p>Declined 0.5%</p> <p>595 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>10.7% chronically absent</p> <p>Increased 4.2%</p> <p>56 students</p>

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8% chronically absent Declined 0.8% 623 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0% chronically absent Maintained 0% 12 students

**Conclusions based on this data:**

Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Outreach Specialist and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

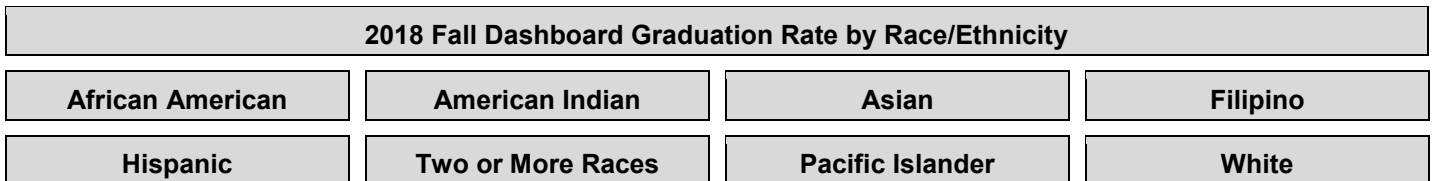
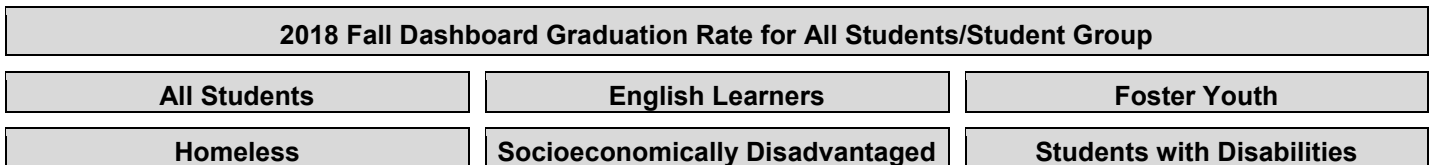
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

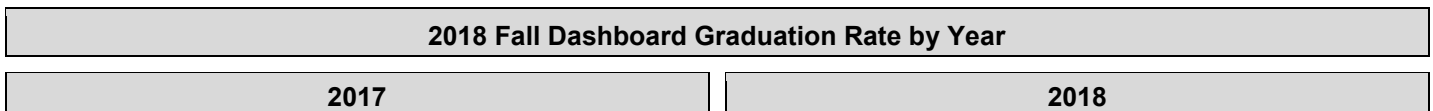
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

N/A

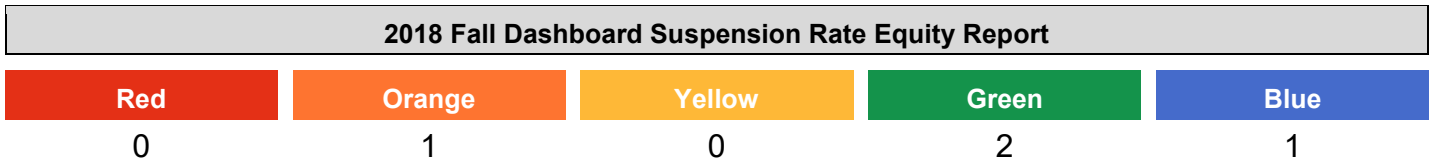
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.5%</p> <p>650 students</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0.2% suspended at least once</p> <p>Maintained 0.2%</p> <p>484 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.5%</p> <p>602 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>1.8% suspended at least once</p> <p>Increased 1.8%</p> <p>57 students</p>

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5% suspended at least once Increased 0.5% 630 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
0.1% suspended at least once	0% suspended at least once	0.5% suspended at least once

**Conclusions based on this data:**

Elm St. Schools overall suspension rate is very low. As the new Interim Principal, I am implementing the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All students will reach high academic standards in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	<p>2018-2019 CAASPP Results by Grade Level:</p> <p>Grade 3 - 15% of students met/exceeded CAASPP score ranges                      Grade 4 - 27% of students met/exceeded CAASPP score ranges                      Grade 5 - 24% of students met/exceeded CAASPP score ranges</p> <p>Overall as a school, 22% of students met/exceeded CAASPP score ranges in grades 3rd-5th.</p>	<p>2019-20 CAASPP Expected Outcome Results by Grade Level:</p> <p>Kindergarten Goal: By the end of Kindergarten, students will know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text. 75% of all kindergarten students will read CVC in Spanish and English with 80% accuracy with prompting and support.</p> <p>Grade 1: By the end of first grade, 75% of all students will be able to read 53 wpm or more.</p> <p>Grade 2: By the end of second grade, 70% of students will be reading 89 cwpm by the end of school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Grade 3: The percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 13 percentage points.</p> <p>Grade 4: The percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 10 percentage points.</p> <p>Grade 5: The percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 30 percentage points.</p>
CAASPP Mathematics	<p>2018-2019 CAASPP Results by Grade Level:</p> <p>Grade 3 - 15% of students met/exceeded CAASPP score ranges</p> <p>Grade 4 - 15% of students met/exceeded CAASPP score ranges</p> <p>Grade 5 - 6% of students met/exceeded CAASPP score ranges</p> <p>Overall as a school, 12% of students met/exceeded CAASPP score ranges in grades 3rd-5th.</p>	<p>2019-20 CAASPP Expected Outcome Results by Grade Level:</p> <p>Kindergarten Goal: 75% of all Kindergarten students will recognize numbers 0-20 out of order with 100% accuracy.</p> <p>Grade 1: By end of first grade, 95% of students will know how to add and subtract facts up to 20.</p> <p>Grade 2: By end of second grade, 80% of students will be fluent in addition and subtraction math facts using mental strategies by the end of school year.</p> <p>Grade 3: The percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>increase by 10 percentage points.</p> <p>Grade 4: The percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will increase by 10 percentage points.</p> <p>Grade 5: The percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will increase by 30 percentage points.</p>
ELPAC - Reclassification	<p>il the 2018-19 school year, 51 English Learners (ELs) meeting the CELDT/ELPAC criteria were reclassified.</p>	<p>In the 2019-20 school year, 15% of English Learners meeting the ELPAC criteria will be reclassified.</p>

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

### Strategy/Activity 1

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide time, through grade level collaboration meetings for teachers to consistently meet weekly in a PLC forum for at least one hour to collaborate in order to increase the capacity of teachers to deliver effective data-driven instruction and to provide opportunities for teachers to collaborate to improve teaching and learning.

#### 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)

No additional cost

## Strategy/Activity 2

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and observations.

### 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)

No additional cost

## Strategy/Activity 3

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten Students

### Strategy/Activity

Provide Kindergarten instructional support through the hiring of two (2) para-educators to augment the teaching and learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Classified Salaries

8,640.00

LCFF - Targeted

## Strategy/Activity 4

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team Summit to review SPSA's goals and actions.

**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)

900.00

Source(s)

LCFF - Targeted

Certificated Salaries

**Strategy/Activity 5**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue implementation and monitoring of Accelerated Reader and MyOn programs for use by all students in grades K-5 to access non-fiction and fiction reading material. Incentives for achieving reading goals will be provided monthly via the Elm A.R. Store.

**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)

314.00

Source(s)

LCFF - Targeted

Academic Incentives

0

District Funded

AR contract

0

District Funded

MyOn contract

**Strategy/Activity 6**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Staff will ensure the full implementation of the district adopted Wonders/Maraviillas ELA/ELD curriculum, and My Math mathematics curriculum, assessments, and support the CCSS for reading, ELD, and mathematics. In Grades Kindergarten & First grade the implementation of the DLI units will be implemented with fidelity.

**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)

No additional cost

**Strategy/Activity 7**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Continue implementation of Kindergarten through 5th grades Dual Language Immersion classes following the district's English Learner Master Plan.

**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)

No additional cost

**Strategy/Activity 8**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten through second grade students

Strategy/Activity

The Reading Specialist will provide support to K-2 teachers in instruction and implementation of Language Arts curriculum.

**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)

0

Source(s)

Centralized Services

Certificated Salaries: Reading Specialist

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site Technology Technician will maintain equipment and software to support student learning through technology.

**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)

0

Source(s)

Centralized Services

Classified Salaries: Site Technology Technician

**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

**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

Discretionary  
Services

### Strategy/Activity 11

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

First through fifth grade students

Strategy/Activity

Provide small group reading and writing interventions for first through fifth grade students via the hire of 2 Intervention Support Providers (ISPs).

#### 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)

30,384.00

Title I  
Certificated Salaries: Instructional Support Provider

30,384.00

LCFF - Targeted  
Certificated Salaries: Instructional Support Provider

### Strategy/Activity 12

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use of publication services to support student instruction in the printing of materials. ELA, Mathematics, and ELD CCSS materials will be printed for teachers to access in implementation of systematic instruction using district adopted curriculum materials.

#### 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

Discretionary

Graphics and Publications

### Strategy/Activity 13

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps (VPP) for devices will be purchased to enhance instruction and provide intervention when necessary.

#### 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)

7,000.00

LCFF - Targeted

Apps and Subscriptions

### Strategy/Activity 14

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field trips will focus on College Readiness, Strand Focus (Academy of Environmental & Life Science & Mathematics) and Units of study to provide enrichment activities for students to be career and college bound.

#### 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)

8,500.00

LCFF - Targeted

Admission Fees

2,306.00

Discretionary

0000: Unrestricted  
Transportation Only

## Strategy/Activity 15

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 5 times a year to progress monitor students.

### 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)

0

Source(s)

District Funded

Assessments

## Strategy/Activity 16

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

### Strategy/Activity

Special Education students are being served by our Resource Specialist Teacher and the Speech and Language Therapist. Special Education students are also included with RTI, Tier 1 taking place within the classroom.

### 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)

No additional cost

## Strategy/Activity 17

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Second through fifth grade students

#### Strategy/Activity

The Performance Task Assessments for English Language Arts and Mathematics will be administered to 2nd-5th grade students 3 times a year. Staff will input assessment results into IO, evaluate, and analyze results and use the information to inform instructional decisions.

#### 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)

0

Source(s)

District Funded

Curriculum assessments

0

District Funded

IO Student Data Program

#### Strategy/Activity 18

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

iPads will be used to increase academics in language arts, mathematics, and ELD.

#### 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)

0

Source(s)

District Funded

District 1:1 initiative

#### Strategy/Activity 19

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

**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)

0

Source(s)

District Funded

Curriculum

**Strategy/Activity 20**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical support will be provided to support in the preparation of classroom materials.

**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)

10,494.00

Source(s)

Discretionary

Classified Salaries

**Strategy/Activity 21**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Centralized Services Classified Salaries: Library Technician

## Strategy/Activity 22

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Copy machines and laminator will be maintained for instructional support use.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized Services Maintenance Agreements
1,303.00	Discretionary

## Strategy/Activity 23

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

1 Music Teachers will be hired to enhance student learning in language arts, mathematics, and ELD via learning to read music, play instruments, sing, perform, and tap into their right side of the brain: creativity.

### 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)

0

Source(s)

District Funded  
Music Program

### Strategy/Activity 24

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase and replacement of computer and technology equipment in order to support student learning.

#### 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)

0

Source(s)

District Funded  
Equipment

### Strategy/Activity 25

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase of materials and supplies to support student instruction.

#### 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)

20,305.00

Source(s)

Discretionary  
Instructional Materials and Supplies

3,380.00

Title I

Instructional Materials and Supplies

16,622

LCFF - Targeted

Instructional Material and Supplies

### Strategy/Activity 26

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

#### Strategy/Activity

Provide specific DLI training and support for the 50/50 and 80/20 DLI programs and biliteracy instructional materials implementation.

#### 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)

No additional cost

### Strategy/Activity 27

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 28

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

#### Strategy/Activity

GATE students will be provided differentiation of instruction within the regular education classroom to academically challenge them.

**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)

[Empty box for Amount(s)]

No Extra Cost

**Strategy/Activity 29**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Development opportunities for all teachers in Language Arts and Mathematics to fully implement curriculum. The mathematics and technology mentors will support teachers in the classroom for full program implementation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded  
Professional development

0

District Funded  
Tech Mentor

0

District Funded  
Math Mentor

**Strategy/Activity 30**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide, at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels.



**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)

No additional cost

**Strategy/Activity 31**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

District DLI TOSA will provide support for teachers on biliteracy strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded  
Certificated salary: EL TOSA

0

District Funded  
Certificated salary: DLI TOSA

**Strategy/Activity 32**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

K-5 SEI teachers will receive designated and integrated ELD professional development and DLI teachers will receive biliteracy professional development.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded

Professional development

### Strategy/Activity 33

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students needing intervention in the area of Language Arts or Math.

Strategy/Activity

After-School Tutoring will be provided by a group of teachers three times a week for 45 to an hour of intervention.

#### 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)

7,000.00

Title I

7,000.00

LCFF - Intervention

### Strategy/Activity 34

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students

Strategy/Activity

Provide Tutoring After-School in order to support Reading and Math

#### 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)

17,488.00

Title III

**Strategy/Activity 35**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Fifth Grade Students

**Strategy/Activity**

Music Van for 5th Grade students to experience music, orchestra, and variety of instruments via musicians.

**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)

No Extra Cost

**Strategy/Activity 36**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

**Strategy/Activity**

Provide K-5 teachers with professional development on mathematical reasoning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded  
Professional Development

**Strategy/Activity 37**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

DLI Students

Strategy/Activity

Purchase books for DLI students to increase reading fluency and comprehension.

**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)

198.00

Source(s)

Title III

Reading Books (Not Textbooks)

**Strategy/Activity 38**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will participate in Professional Learning Communities to analyze data to drive instruction.

**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)

26,056

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Teacher Extra Help

**Annual Review**

**SPSA Year Reviewed: 2018-19**

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

**ANALYSIS**

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

During the first Leadership Team Meeting, the teachers shared that the first Strategy/Activity which was to provide time through grade level collaboration meetings for teachers to meet weekly in a PLC forum for at least one hour to collaborate on CCSS plan lessons, identify strategies, review date, and identify needed resources and support was not consistently followed through with fidelity.

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

During the 2018-19 academic year, there were 3 ISPs that focused on small group instruction for Tier 2 intervention purposes.

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.

To address the issue with teacher collaboration, during the 2019-20, a PLC calendar has been developed. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting the next day. There will only be one Staff meeting a month and the rest of the Tuesdays will be dedicated to PLC/grade level meetings. In addition, the 2 Intervention Support Providers (ISPs) along with the Principal will be covering classes in order to provide an additional PLC time to take twice a month for each grade level. During the 2019-20 academic year, only 2 ISPs will be hired to continue with Tier 2 intervention as well as providing support to teachers to meet for PLC collaboration twice a month.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was 0.15%, less than 1%.	Continue to maintain 1% or lower suspension rate.
Attendance	Continue to monitor attendance via A2A and have the ORC and Attendance Tech continue early intervention. ADA was 96%.	Maintain a 97% ADA via parent mini-SARB meetings and communication from school to home on the importance of attendance.
Office Discipline Referrals	Use PBIS and counselor support to continue to promote positive behavior. Office discipline referrals were 15%.	Reduce office discipline referrals by 10% through the use of office discipline referral forms which facilitate more teacher interventions, and ongoing PBIS training for all staff. Structured recess time activities to reduce the number of disciplinary matters during unstructured time. In addition to building and strengthening relations with Elm families through parent nights and community events.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Provide support for parents, staff, and students in the areas of attendance and resiliency.

#### 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)

0

Source(s)

Centralized Services

Classified salary: Outreach Consultant

### Strategy/Activity 2

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Continue implementation of attendance incentive programs and trimester awards recognition assemblies to encourage daily attendance and reduce tardiness. Trimester awards recognition assemblies will recognize students who achieve attendance, behavior, and academic goals.

#### 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)

500.00

Source(s)

LCFF - Targeted

Incentives

### Strategy/Activity 3

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

CHAMPS expectation assemblies will be held to set and review expectations led by fifth grade student leaders.

**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)

0

Source(s)

District Funded

CHAMPS Program

**Strategy/Activity 4**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and CHAMPS. The PBIS Committee will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior support.

**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)

No additional cost

**Strategy/Activity 5**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week, Unity Day, Straight Up, FNL)

**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)

600.00

Source(s)

Title I

Events/activities

### Strategy/Activity 6

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Review and update Comprehensive Safe School Plan annually.

#### 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)

0

Source(s)

No additional cost

### Strategy/Activity 7

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The use and support of the School Resource Officer (SRO) for Positive Behavior Intervention Support (PBIS) and CHAMPS school culture support. (i.e. Back to School Night, CHAMPS Assemblies)

#### 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)

0

Source(s)

District Funded

SRO program

### Strategy/Activity 8

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Share safety drill assessment results with staff and additionally with parents during site meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0	No additional cost
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**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0	Centralized Services Certificated salary: Counselor
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**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Student discipline data will be monitored at intervals throughout the year.

**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)

0

Source(s)

No additional cost

### Strategy/Activity 11

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom.

#### 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)

0

Source(s)

No additional cost

### Strategy/Activity 12

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

All staff and students will participate in monthly fire drills, and at least one earthquake drill.

#### 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)

0

Source(s)

No additional cost

### Strategy/Activity 13

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

All staff and students will participate in lockdown drills at least once a year with support from the School Resource Officer (SRO).

#### 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)

0

Source(s)

No additional cost

### Strategy/Activity 14

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

A school-wide evacuation drill will be conducted annually through participation in the Great California Shakeout. This year the date has been scheduled for October 17, 019 at 10:17 a.m.

#### 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)

0

Source(s)

No additional cost

### Strategy/Activity 15

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

The safety committee will monitor the Comprehensive Safe School Plan and make revisions as necessary.

**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)

0

Source(s)

No additional cost

**Strategy/Activity 16**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The Outreach Specialist (ORC) will monitor student attendance. Support to all students and families will be provided community resources.

**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)

0

Source(s)

ORC (see goal 2, action 1)

**Strategy/Activity 17**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress.

**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)

District Funded  
Classified Salaries

## Strategy/Activity 18

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Referrals will be made to Outreach Specialist (ORC) when necessary to support students and families by providing access to community services/wrap around services. Referral process will be through teachers, Coordinated Student Team (COST) or Student Success Team (SST).

### 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)

ORC (see goal 2, action 1)

## Strategy/Activity 19

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations.

### 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

LCFF - Targeted  
Poster making

## Strategy/Activity 20

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Students will be trained on digital citizenship and internet safety.

**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)

No additional cost

**Strategy/Activity 21**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment.

**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)

No additional cost

**Strategy/Activity 22**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Students, staff, and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.

**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)

No additional cost

### Strategy/Activity 23

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Students transitioning to 6th grade will participate in middle school presentations from all 3 OSD academies: Haydock, Frank, and Fremont to provide information to students.

#### 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)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 24

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Provide after school clubs for students to participate in school activities: Music Club, Leopards Spotlight Newspaper, and Student Leaders.

#### 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)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 25

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity



COST committee will meet weekly and SST committee will meet monthly, both to discuss student needs based on teacher referrals. Strategies will be developed and implemented in the classroom.

**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)

No additional cost

**Strategy/Activity 26**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide professional development to all staff in CHAMPS for positive behavior support interventions.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded  
Professional development

**Strategy/Activity 27**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All staff working with students with special needs will receive NCPI training.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded

# Annual Review

## SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The social-emotional, health and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis. In working with the School Counselor and ORC, we have identified the need to make our 5th grade student leaders take a more active role in this goal.

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

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

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.

To increase student connectedness, the student leaders will be delivering anti-bullying presentations to the classrooms. The 5th grade leaders will also be taking a more active role in Red-Ribbon week by organizing various events during Red-Ribbon Week. The Music Teacher will also be having an after-school Music club.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities  
 To facilitate parent involvement in the educational and social-emotional well-being of their children

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events	Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 75% ELAC Meetings average attendance was 15 SSC Meetings average attendance was 10 Fall Parent Conferences 85% Parent Classes average attendance was 35	Parent participation to parents events will increase by 10% as measured by parent sign-in sheets at each sponsored school event.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school community.

**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)

No additional cost

**Strategy/Activity 2**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent Orientation for incoming Kindergarten students to discuss student expectations and parent involvement 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)

400.00

Source(s)

Title I  
Certificated Salaries: Kindergarten Teachers

**Strategy/Activity 3**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide Loving Solutions parent classes.

**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)

	Counselor (see goal 2, action 9)
	ORC (see goal 2, action 1)

**Strategy/Activity 4**

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

(Identify either All Students or one or more specific student groups)  
 This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide Mother Daughter classes for parents.

**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)
	Counselor (see goal 2, action 9)
	ORC (see goal 2, action 1)

**Strategy/Activity 5**

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

(Identify either All Students or one or more specific student groups)  
 This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide Latino Family Literacy Project series of reading workshops for parents.

**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)
	Counselor (see goal 2, action 9)

### Strategy/Activity 6

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

The school site will provide VCBH Logrando Bienestar series of mental health workshops to parents.

#### 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)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 7

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Ventura County Public Health will provide nutrition and healthy lifestyle classes to parents.

#### 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)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 8

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Monthly Coffee with the Principal meetings will be held to discuss academic programs, safety, community resources, and strand focus.

### **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)

200.00

Source(s)

Title I

Snacks & Beverages

### **Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent involvement and input opportunities will be provided through ELAC and SSC meetings. EL parents will be invited and encouraged to attend the Ventura County California Association of Bilingual Education (CABE) conference in the Fall.

### **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)

1200.00

Source(s)

Title III

Ventura County CABE Conference

### **Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

PTA parent involvement in planning and executing school activities and events will be provided and encouraged.

### **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)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 11

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 12

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Use of the Blackboard EdConnect phone calling system, home notices, school marquee, school website, school Twitter account regularly for school notifications to communicate with parents.

#### 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)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 13

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Translators made available for meetings and parent conferences.

#### 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)

1,000.00

Source(s)

Title I

Classified salaries

## Strategy/Activity 14

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Childcare made available for meetings and parent classes/workshops.

### 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)

500.00

Source(s)

Title I

Classified salaries

## Strategy/Activity 15

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide CAFE Project 2 Inspire series of workshops to parents.

### 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)

500.00

Source(s)

Title III

Refreshments

Materials and Supplies

## Strategy/Activity 16

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Parents will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.

### 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)

No additional cost

## Strategy/Activity 17

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.

### 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)

1,044.00

Discretionary  
Substitutes for general education teachers and RSP teacher

## Strategy/Activity 18

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Encourage parents to attend and participate in Student Success Team meetings to discuss strategies for students academic, social, and emotional needs.

**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)
1,000.00	Discretionary Substitutes for general education teachers and RSP teacher

**Strategy/Activity 19**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

**Strategy/Activity**

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	ASES After School Program

**Strategy/Activity 20**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

**Strategy/Activity**

Encourage parents to attend ELD reclassification meetings in the Fall and Spring to celebrate student success.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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No additional cost

### Strategy/Activity 21

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 22

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Kindergarten Fall Parent-Teacher Conferences 2-day substitute coverage for Kindergarten DLI teachers to both meet with parents.

#### 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)

500.00

Source(s)

Discretionary

Substitutes

### Strategy/Activity 23

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Hold family literacy, math, and strand focus nights for Elm families for further student learning support between the home and the school.

#### 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)
1,000.00	Title I Certificated Salaries: Teachers

## Strategy/Activity 24

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Mail to families communication via postal service for further communication between the school and the home.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.00	Discretionary Postage

## Strategy/Activity 25

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

ELAC Meetings: Provide snacks and beverages.

### 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	Title III Snacks & Beverages

# Annual Review

## SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth has been consistently met through the overall implementation of the strategies/activities on a consistent basis. The strategies/activities from the 2018-19 will continue during the 2019-20 academic year to achieve the articulated goal.

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

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

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.

There are no changes that have been made to this goal.

# 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	\$90,406.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$208,918.00

## 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	Amount (\$)
Title I	\$70,520.00
Title III	\$19,886.00

Subtotal of additional federal funds included for this school: \$90,406.00

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

State or Local Programs	Amount (\$)
	\$0.00
ASES	\$0.00
Centralized Services	\$0.00
Discretionary	\$38,152.00
District Funded	\$0.00
LCFF - Intervention	\$7,000.00
LCFF - Targeted	\$73,360.00

Subtotal of state or local funds included for this school: \$118,512.00

Total of federal, state, and/or local funds for this school: \$208,918.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	38,152.00	0.00
Title I	70,520.00	0.00
Title III	19,886.00	0.00
LCFF - Targeted	73,360.00	0.00
LCFF - Intervention	7000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	38,152.00
District Funded	0.00
LCFF - Intervention	7,000.00
LCFF - Targeted	73,360.00
Title I	70,520.00
Title III	19,886.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	ASES	0.00
	Centralized Services	0.00
	Centralized Services	0.00
	Discretionary	3,047.00



	Discretionary	32,799.00
0000: Unrestricted	Discretionary	2,306.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Intervention	7,000.00
	LCFF - Targeted	25,762.00
	LCFF - Targeted	47,598.00
	Title I	11,880.00
	Title I	32,584.00
1000-1999: Certificated Personnel Salaries	Title I	26,056.00
	Title III	18,686.00
	Title III	1,200.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,274.00
Goal 2	1,600.00
Goal 3	8,044.00

# 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
Rosario V. Almanza	Principal
Erica Cahue	Classroom Teacher
Jose Torres	Classroom Teacher
Patricia Ambriz	Classroom Teacher
Veronica Hernandez, Secretary	Other School Staff
Bertha Martinez, Parlimantarian	Parent or Community Member
Veronica Gonzalez	Parent or Community Member
Alberto Martinez	Parent or Community Member
Elodia Cabrera, President	Parent or Community Member
Julia Carias, Vice-President	Parent or Community Member

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

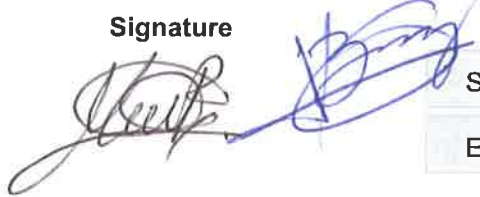
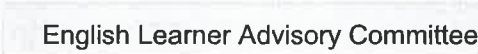
# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	School Site Council Elodia Cabrera 10/17/19
	English Learner Advisory Committee Mirna Rojas 10/22/19

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

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

This SPSA was adopted by the SSC at a public meeting on October 17, 2019.

Attested:



Principal, Rosario V. Almanza on October 17, 2019	10-17-19
SSC Chairperson, Elodia Cabrera on October 17, 2019	10/17/19