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 |
|---|---|---|---|
| Blanche Sprentz Elementary School | 34673306033146 | August 19, 2019 | October 24, 2019 |

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# 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.

The Blanche Sprentz Single Plan for Student Achievement (SPSA) aligns with the goals of the district Local Control Accountability Plan (LCAP), which is aligned with state and federal priorities and mandates, including those of Every Student Succeeds Act (ESSA). The long term goal of eliminating the achievement gap, with every student performing at high levels, will be a focus. To meet district LCAP goals and ESSA requirements, and to support learning for all students at Blanche Sprentz, this year we will target instruction in math and science, increase implementation of positive behavior supports and communication with families, and increase the use of common formative assessments and professional learning communities to target and address identified student needs.

# School Vision and Mission

The faculty and staff at Blanche Sprentz Elementary School (BSE) believe that a child's education is a responsibility shared by school, students, family and community. Our mission is to promote individual growth, academic achievement, and creativity for all students through positive school climate involving cooperation and communication among students, staff, parents, and the community. Our vision is to prepare all students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful and educationally inspiring. Our school climate encourages openness, trust, self-esteem, self-determination, and respect for self and others. We provide ongoing opportunities for learning and continuously focus on student achievement. We recognize and stimulate special talents in all students.

Language arts, mathematics, social studies, science, technology, physical education and the fine arts are included in our district adopted curriculum. All subjects are taught in the context of meaningful learning experiences that take advantage of children's natural curiosity. Learning in the classroom is reinforced with homework assignments that students can complete independently. Special services are provided by a psychologist, speech pathologist, nurse, nurse assistant/health clerk, resource specialist, self-contained special education teacher, and library clerk. Students have access to a well-equipped Science, Technology, Engineering, Art, and Math (STEAM) lab to enrich learning and increase exposure to science and technology.

# School & Community Profile

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls preschool through adult students. There are twenty elementary schools, one charter school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Blanche Sprentz's enrollment was 420 students in the 2018-19 school year, 27% of which were socioeconomically disadvantaged. In addition, 13% of our students were English Language Learners (ELLs). BSE's attendance for the

2018-19 school year was 96.11%.The school's gender distribution is roughly equal, with 221 boys and 207 girls. The school's largest ethnic group is white, with 50% of the school population describing themselves as white. In terms of racial subgroups, significant numbers include Asian at 18%, Hispanic at 21%, African-American at 5%, and Pacific Islander at 5%. All of our teachers hold appropriate credentials. We have a library clerk and parent coordinator who facilitate educational opportunities for all our students. All of our educational programming operates with three tenets in mind, "All means all," "We are here for the children," and "Parents are their children's first teacher."

Blanche Sprentz Elementary School provides a challenging curriculum, while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of each student.We hold student study team (SSTs) meetings for students as needed, based on parent and/or teacher requests. We assess students for 504 plans and special education services when needs are suspected and/or identified. Gifted and Talented Education (GATE) students are clustered in fourth and fifth grades, and conferences are held between the parent/guardian and teacher to discuss differentiated instruction to meet their child's needs. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is taught school-wide from kindergarten through second grade, with some SIPPS instruction continuing into third grade for students who need additional support. Our English learners (ELs) receive assistance from a bilingual instructional assistant (BIA).

Blanche Sprentz maintains a positive school environment through teamwork and the efforts of our staff, students and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our staff and students to be Respectful, On-time, Courageous, and Kind (ROCK).We have a school social worker at our site four days per week, as well as Positive Behavior Interventions and Supports (PBIS) based upon clearly defined standards of student behavior, consequences and rewards. Before and after school care is provided by our Student Care Center and Folsom STARS. During all school activities, including extracurricular, emphasis is placed on developing personal responsibility and a social conscience. We teach students to support one another's social, intellectual and emotional growth. We offer a variety of extra-curricular activities including student council, Young Rembrandts, Edventure More (EDMO) Science, chorus, and extended-day interventions. Our strong Parent Teacher Organization (PTO) enhances positive parent/teacher/principal interactions and cooperation, provides a calendar full of fun activities for students, and supports the school site and facilities.

Blanche Sprentz families consistently and repeatedly express the desire to be involved in their children's education. We encourage a productive partnership between home and school. We also value community partnerships. Our PTO is extremely active, providing many activities and events for the students and families of Blanche Sprentz. The school expends considerable time and resources establishing strong connections to our families and community through our School Site Council (SSC), parent engagement activities, Coffee & Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and school webpage keep families informed about schedules, events and activities happening at school. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.We collaborate with community partners including the PC Pals/Intel program, Oak Hills Church (for a community service day) Folsom's Hope, Kaiser Permanente, Micron Corporation, Sacramento Rivercats, Folsom Parks and Recreation, Folsom Rotary Club, Folsom Lions Club, and Folsom Police and Fire Departments. Many parents are frequent and active volunteers in the classroom. Our strong and energized PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets twice monthly and they play a key role at Blanche Sprentz. They provide supplemental instructional materials for each classroom, fund classroom field trips and provide funding for after school clubs. In addition, they sponsor a variety of school wide activities for Blanche Sprentz students and families.

# Comprehensive Needs Assessment Components

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

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Blanche Sprentz community is satisfied with the progress of the school, per input from the School Site Council (SSC) during a meeting on May 20th, 2019. Through our PTO, SSC, teacher communications, and parent coordinator, we gather information to address needs and concerns of our community ongoing.

Per the parent portion of the California Healthy Kids Survey (CHKS) delivered during the 18-19 school year, 95% of parents agreed or strongly agreed that the school allows input and welcomes parent contributions, and 97% agreed or strongly agreed that the school encourages them to be active partners with the school. Ninety nine percent of parents felt welcome to participate at the school. Ninety eight percent of students felt the learning environment is supportive and inviting, and 97% felt the school promotes academic success for all students. Five percent of parents reported feeling the school does not enforce rules equally, and 7% of respondents disagreed with the statement "school has clean and well-maintained facilities and properties."

Per the teacher portion of the California Healthy Kids Survey (CHKS) delivered during the 18-19 school year, 100% of teachers agreed or strongly agreed that the learning environment is supportive and inviting, and that there were high standards for academic performance for all students. However, 45% of respondents disagreed with the statement "provides resources and training needed to work with special education students," and 30% disagreed that the site had clean and well-maintained facilities and property. Forty four percent of staff said we need professional development (PD) on positive behavior supports and classroom management, and 66% said staff needs PD on working with special education students.

Per the student portion of the California Healthy Kids Survey (CHKS) delivered during the 18-19 school year, 93% of students felt like a caring adult at school listed most or all of the time to what they had to say. However, 37% of students responded "no, never," or "yes, some of the time" to the statement "caring adult at school makes an effort to know you." Ninety six percent of students reported that adults in school believe students could do a good job most or all of the time.

The intervention teacher that was available at our site full time during the 2018-19 school year will no longer be staffed for the 2019-20 school year. Teacher reported concerns about losing the intervention teacher to our school board in May 2019.

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

Formal evaluations are completed throughout the school year per the district's evaluation process and timeline. Formal observations for probationary teachers are twice in the fall and twice in the spring. Tenured teacher formal evaluation is once in the fall and once in the spring. We have an electronic teacher evaluation process, Talent Ed - Perform, that houses our evaluation forms and documents. Classroom observations are made throughout the campus, formally and informally as needed or wanted, and spontaneously. Teacher and staff observations are made on a scheduled and drop-in basis with ongoing supports in place to provide guidance, options and knowledge to better their teaching. Areas of need, strengths and growth are are targeted throughout the school year, providing areas and suggestions for professional development. The outgoing principal noted that classroom management was an area of growth for several teachers at Blanche Sprentz, and should be an area of focus for the upcoming year. He noted that what are reported as "behavior concerns" tend to come from just a few classrooms.

# 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)

California Assessment of Student Performance and Progress (CAASPP), i-Ready, English Language Proficiency Assessments for California (ELPAC), and curriculum-embedded assessment data is used throughout the school year to determine instructional groups, drive interventions/enrichment, and to identify patterns of strengths and weaknesses over time. i-Ready diagnostic and growth monitoring assessments are administered to monitor student progress. We have additional district curriculum assessments that are given to appropriately monitor student progress including fluency assessments, Benchmark weekly (formative), Benchmark Unit (summative), enVisionMATH topic tests, and SIPPS Mastery tests. These results are used to plan instruction and provide interventions as needed. Teachers participate in Professional Learning Communities (PLCs) to dialogue and discuss ways in which to effectively maximize their efforts to to support and increase student achievement. Every Child By Name (ECBN) meetings are conducted twice yearly to provide structure and accountability around these common assessments and help us target resources to students who need additional support.

Based on comparison of 2017-18 CAASPP data and preliminary data released for 2018-19, areas of improvement can be identified for both English language arts (ELA) and math. For ELA, while 62% of students were scored at or above standard in both 2017-18 and 2018-19, the number of students exceeding standards dropped from 35.6% to 28.8%. There was a 13% increase in students scoring below standard in Research/Inquiry. In math, the percentage of students scoring above standard in concepts and procedures increased from 34% to 37%, but the number of students scoring below standard in concepts and procedures increased from 24% to 30%. The overall number of students not meeting standard in math increased from 41% to 49%. Finally, the number of students scoring below standard in communicating reasoning increased from 21% to 26%.

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

Teachers collaborate in PLCs and use programs such as  i-Ready to monitor data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct iReady and curricular assessments regularly to monitor student progress, as directed by the district's adopted curriculum. Data from these sources directs discussions among staff to increase student learning support and progress. Benchmark Advance provides teachers online assessment tools that can be disaggregated in a number of ways including by-student-by-standard.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Blanche Sprentz are highly qualified and appropriately credentialed.

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

State, district, and site purchased materials are provided to support intervention, classroom needs, and students exceeding grade level standards. Training in SIPPs, Handwriting Without Tears, and all district adopted curricula have been made available to all teachers at our site. Our site coaches have worked with the district lead teachers to learn best practices for English language arts, math, and science instruction, and have shared these practices at site level staff meetings.

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

Staff are provided district and site-based targeted PD to meet their ongoing needs. All professional development addresses common core state standards while increasing implementation of evidence based instructional strategies.

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

District and site level coaches provide support for staff. We offer release days for teachers to gain insight and deeper understanding of core curriculum. These PD days / collaborations center around curriculum delivery and needs analysis. Teachers support one another through time spent discussing and researching instructional strategies and effective teaching efforts for their classrooms.

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

Grade level PLC meetings occurred monthly during the 2018-19 school year, and centered around data analysis, reading writing, and math. Increased grade level collaboration time is needed for the 2019-20 school year, as membership of grade level teams has changed due to staff moves between grade levels. Teachers new to grade level assignments will need more time with grade level teaching partners to calibrate and synchronize their instruction and assessment.

## Teaching and Learning

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

State recommended and evidence-based materials are used to support instruction. District adopted curriculum and supplementary supports materials that align with common core are used, such as SIPPS and iReady. Teachers participate in district led staff development and work with materials aligned with performance standards Elementary and Secondary Education Act (ESEA) and common core. Next Generation Science Standards (NGSS) aligned curriculum, Amplify, has recently been adopted and will be implemented as well in 2019-20.

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

State mandated instructional minutes are provided. Language arts and math times are protected from interruptions or pull out supports to help maintain the fidelity and integrity of academic programs.

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

District and site pacing guides are used. District mandated assessment windows facilitate monitoring of student progress. Classes share students based in SIPPS levels and needs, providing leveled reading instruction to meet the needs of all learners.

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

The Sacramento County of Education conducted a Williams Act review and Blanche Sprentz was found to be in compliance. All classes have curriculum to support grade level learning for all students.

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

Instructional materials align with Benchmark Advanced for ELA and EnVisionMATH. Teachers have been trained in the use of supplemental material including but not limited to Second Step, Daily Five, Step Up To Writing, Lexia, SIPPS, and iReady.

## Opportunity and Equal Educational Access

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

We have a BIA that supports our ELs in their general education classrooms. In addition, we work with an community partner called Folsom's Hope, which provides the Bears and Mentors (BAM) program, partnering students identified as at-risk with mentor volunteers, and the  Students Together Achieving Results (STARS) program, which provides after school tutoring and enrichment to identified at-risk students. We are staffed with support from our district Early Intervention Program (EIP), which provides individual and small group counseling and support to students identified by teachers as needing extra social-emotional support. We have an Opportunity class for students from the Folsom area in grades K-3 that supports students who require exceptional behavioral supports. We also have a resource teacher and a self-contained class for students who require more intensive special education supports than can be provided through a resource model.

Evidence-based educational practices to raise student achievement

In order to create a positive, safe, and orderly school climate, our school is implementing elements of PBIS. Our teachers were trained in Second Step strategies designed to build character in our students. Our grade level Professional Learning Communities (PLCs) meet regularly to review data and refine instruction to support continuous student growth.

# Parental Engagement

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

Parents are encouraged to attend Back To School Night, open house, site council meetings, and PTO meetings. Time sensitive information is relayed through BlackboardConnect phone messages and texts. Our website is updated regularly to assist parents in accessing needed information and contact teachers and staff. BAM and STARS provide extra mentoring and tutoring support to students. Our site conducts regular SST meetings to target the needs of individual students identified as academically at risk by families and/or staff. The full continuum of special education services is available to students found eligible.

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)

Our school site council consists of five parents, the principal, three teachers, and one other staff member, and meets 3 times per school year . Our PTO meets a minimum of one time per month, and our English Learner committee meets 3 times per year. Each of these groups reviews school progress and ongoing concerns, and provides input in our Single Plan for Student Achievement (SPSA).

Funding

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

Our site does not receive categorical funding.

Fiscal support (EPC)

District services and funding are providedto support FCUSD LCAP goals.

# 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**

Blanche Sprentz utilized a variety of outreach efforts for input and feedback on the development of our SPSA.Our site council provided input into the plan on May 20, 2019, noting areas of concern and growth. Our site council reviewed the final plan in August, and our staff reviewed the plan in

August as well. In addition, our PTO was updated on our new SPSA and progress toward our previous goals during our August meeting.

# Resource Inequities

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

No resource inequities were identified.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Percent of Enrollment** | | | **Number of Students** | | |
| | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **American Indian** | % | % | % | 0 | 0 | 0 |
| **African American** | 1.4% | % | % | 5 | 9 | 10 |
| **Asian** | 8.3% | % | % | 30 | 35 | 36 |
| **Filipino** | 1.9% | % | % | 7 | 2 | 2 |
| **Hispanic/Latino** | 18.2% | % | % | 66 | 77 | 79 |
| **Pacific Islander** | 0.6% | % | % | 2 | 1 | 1 |
| **White** | 63.5% | % | % | 230 | 240 | 232 |
| **Multiple/No Response** | 6.1% | % | % | 22 | 24 | 31 |
| | | | **Total Enrollment** | 362 | 388 | 391 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **2015-16** | **2016-17** | **2017-18** |
| **Kindergarten** | 158 | 183 | 152 |
| **Grade 1** | 48 | 45 | 68 |
| **Grade 2** | 36 | 45 | 43 |
| **Grade3** | 49 | 41 | 45 |
| **Grade 4** | 32 | 42 | 44 |
| **Grade 5** | 39 | 32 | 39 |
| **Total Enrollment** | 362 | 388 | 391 |

**Conclusions based on this data:**

1. 50% of our total enrollment at BSE is under the age of 7.

2. BSE's current enrollment has dropped to 394 due to switching back to am/pm kindergarten instead of offering a full day program. For this reason, parents have re-enrolled many kindergarteners back at their schools of residence.

3. 107 BSE students, or 28%, are considered socioeconomically disadvantaged.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **English Learners** | | 54 | 50 | 14.4% | 13.9 | 13 |
| **Fluent English Proficient (FEP)** | 11 | 1 | 0 | 3.0% | .3 | 0 |
| **Reclassified Fluent English Proficient (RFEP)** | 6 | 10 | 9 | 11.1% | 2.6 | 2.3 |

**Conclusions based on this data:**

**1.** BSE had a 10% increase in the number of EL students scoring proficient on the ELPAC.

**2.** 60% of BSE's EL students are proficient on the ELPAC.

**3.** 21 of BSE 's EL students scored level 4 (well-developed) on the ELPAC.

# 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 Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 48 | 39 | 46 | 48 | 39 | 46 | 48 | 39 | 46 | 100 | 100 | 100 |
| Grade 4 | 30 | 43 | 42 | 30 | 43 | 42 | 30 | 43 | 42 | 96.8 | 100 | 100 |
| Grade 5 | 33 | 31 | 41 | 32 | 31 | 41 | 32 | 31 | 41 | 97 | 100 | 100 |
| All Grades | 111 | 113 | 129 | 110 | 113 | 129 | 110 | 113 | 129 | 98.2 | 100 | 100 |

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2432. | 2428. | 2459. | 25 | 23.08 | 34.78 | 25 | 25.64 | 28.26 | 29 | 28.21 | 28.26 | 21 | 23.08 | 8.70 |
| Grade 4 | 2470. | 2467. | 2483. | 20 | 18.60 | 28.57 | 27 | 30.23 | 26.19 | 30 | 30.23 | 26.19 | 23 | 20.93 | 19.05 |
| Grade 5 | 2499. | 2526. | 2534. | 19 | 29.03 | 26.83 | 38 | 19.35 | 43.90 | 13 | 38.71 | 14.63 | 31 | 12.90 | 14.63 |
| All Grades | N/A | N/A | N/A | 22 | 23.01 | 30.23 | 29 | 25.66 | 32.56 | 25 | 31.86 | 23.26 | 25 | 19.47 | 13.95 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 23 | 15.38 | 26.09 | 50 | 46.15 | 60.87 | 27 | 38.46 | 13.04 |
| Grade 4 | 27 | 25.58 | 26.19 | 50 | 53.49 | 54.76 | 23 | 20.93 | 19.05 |
| Grade 5 | 22 | 29.03 | 36.59 | 53 | 61.29 | 46.34 | 25 | 9.68 | 17.07 |
| All Grades | 24 | 23.01 | 29.46 | 51 | 53.10 | 54.26 | 25 | 23.89 | 16.28 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 15 | 33.33 | 23.91 | 54 | 43.59 | 67.39 | 31 | 23.08 | 8.70 |
| Grade 4 | 17 | 23.26 | 26.19 | 70 | 55.81 | 50.00 | 13 | 20.93 | 23.81 |
| Grade 5 | 16 | 32.26 | 37.50 | 63 | 54.84 | 47.50 | 22 | 12.90 | 15.00 |
| All Grades | 15 | 29.20 | 28.91 | 61 | 51.33 | 55.47 | 24 | 19.47 | 15.63 |

| Listening Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 3** | 15 | 15.38 | 21.74 | 73 | 71.79 | 67.39 | 13 | 12.82 | 10.87 |
| **Grade 4** | 23 | 11.63 | 11.90 | 70 | 67.44 | 80.95 | 7 | 20.93 | 7.14 |
| **Grade 5** | 19 | 19.35 | 17.07 | 69 | 77.42 | 75.61 | 13 | 3.23 | 7.32 |
| **All Grades** | 18 | 15.04 | 17.05 | 71 | 71.68 | 74.42 | 11 | 13.27 | 8.53 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 3** | 33 | 25.64 | 34.78 | 42 | 53.85 | 60.87 | 25 | 20.51 | 4.35 |
| **Grade 4** | 13 | 11.63 | 26.19 | 63 | 79.07 | 59.52 | 23 | 9.30 | 14.29 |
| **Grade 5** | 31 | 29.03 | 39.02 | 50 | 58.06 | 51.22 | 19 | 12.90 | 9.76 |
| **All Grades** | 27 | 21.24 | 33.33 | 50 | 64.60 | 57.36 | 23 | 14.16 | 9.30 |

**Conclusions based on this data:**

1. Based on preliminary data from 2018-19, 62% of 3rd -5th grade students met or exceed achievement standards (no change from last year - CAASPP). Per iReady diagnostic testing data, 71% of students made at least one year's growth during the 2018-19 school year.

2. Based on preliminary data from 2018-19, 28.8% of 3rd-5th grade students exceeded the standard in ELA (8.4% decrease from last year's CAASPP).

3. 15.8% of 3rd-5th grade students scored standard not met (.9% increase from last year's CAASPP).Per i-Ready diagnostic testing data collected during 2018-19, 29% of students did not make a year's growth in reading during the last school year. Growth was lowest in 5th grade, with 62% of students making at least one year's growth.

# 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 Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 48 | 39 | 46 | 48 | 39 | 46 | 48 | 39 | 46 | 100 | 100 | 100 |
| Grade 4 | 30 | 43 | 42 | 30 | 43 | 42 | 30 | 43 | 42 | 96.8 | 100 | 100 |
| Grade 5 | 33 | 31 | 41 | 32 | 31 | 41 | 30 | 31 | 41 | 97 | 100 | 100 |
| All Grades | 111 | 113 | 129 | 110 | 113 | 129 | 108 | 113 | 129 | 98.2 | 100 | 100 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2443. | 2440. | 2451. | 21 | 23.08 | 21.74 | 40 | 30.77 | 39.13 | 27 | 28.21 | 26.09 | 13 | 17.95 | 13.04 |
| Grade 4 | 2465. | 2477. | 2476. | 3 | 13.95 | 16.67 | 40 | 30.23 | 33.33 | 37 | 44.19 | 26.19 | 20 | 11.63 | 23.81 |
| Grade 5 | 2496. | 2526. | 2501. | 10 | 25.81 | 12.20 | 30 | 19.35 | 26.83 | 33 | 38.71 | 41.46 | 27 | 16.13 | 19.51 |
| All Grades | N/A | N/A | N/A | 13 | 20.35 | 17.05 | 37 | 27.43 | 33.33 | 31 | 37.17 | 31.01 | 19 | 15.04 | 18.60 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 33 | 41.03 | 30.43 | 44 | 33.33 | 45.65 | 23 | 25.64 | 23.91 |
| Grade 4 | 20 | 20.93 | 30.95 | 60 | 46.51 | 38.10 | 20 | 32.56 | 30.95 |
| Grade 5 | 23 | 29.03 | 19.51 | 40 | 41.94 | 39.02 | 37 | 29.03 | 41.46 |
| All Grades | 27 | 30.09 | 27.13 | 47 | 40.71 | 41.09 | 26 | 29.20 | 31.78 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 29 | 30.77 | 32.61 | 46 | 41.03 | 52.17 | 25 | 28.21 | 15.22 |
| Grade 4 | 23 | 16.28 | 23.81 | 47 | 58.14 | 42.86 | 30 | 25.58 | 33.33 |
| Grade 5 | 10 | 32.26 | 9.76 | 53 | 38.71 | 60.98 | 37 | 29.03 | 29.27 |
| All Grades | 22 | 25.66 | 22.48 | 48 | 46.90 | 51.94 | 30 | 27.43 | 25.58 |

| | Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 3** | 31 | 30.77 | 28.26 | 60 | 53.85 | 60.87 | 8 | 15.38 | 10.87 |
| **Grade 4** | 7 | 25.58 | 23.81 | 73 | 58.14 | 40.48 | 20 | 16.28 | 35.71 |
| **Grade 5** | 13 | 22.58 | 9.76 | 53 | 58.06 | 58.54 | 33 | 19.35 | 31.71 |
| **All Grades** | 19 | 26.55 | 20.93 | 62 | 56.64 | 53.49 | 19 | 16.81 | 25.58 |

**Conclusions based on this data:**

**1.** Based on preliminary data from 2018-19 CAASPP, 20% of 3rd-5th grade student scores were in the category "standard not met" in math (a 3.9% increase). However, per i-Ready diagnostic data collected during the 2018-19 school year, 32% of students made their stretch goals in math, making more than one year's progress.

**2.** Based on preliminary data from 2018-19 CAASPP, the percentage of students meeting achievement standard in math decreased from 59% to 51%. Per i-Ready diagnostic data collected during the 2018-19 school year, 61% of students made one year's growth in math. The number of students making at least one year's progress in math was lowest in 4th grade, at 45%.

**3.** Based on preliminary data from 2018-19 CAASPP, the number of students below standard at Concepts and Procedures increased from 24% to 30%.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |
| Grade K | 1473.3 | 1487.8 | 1439.2 | 25 |
| Grade 1 | * | * | * | * |
| Grade 2 | * | * | * | * |
| Grade 3 | * | * | * | * |
| Grade 4 | * | * | * | * |
| Grade 5 | * | * | * | * |
| All Grades | | | | 44 |

| Overall Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade K | 14 | 56.00 | * | * | * | * | | | 25 |
| Grade 1 | * | * | * | * | | | | | * |
| Grade 2 | * | * | * | * | | | | | * |
| Grade 3 | | | * | * | * | * | * | * | * |
| Grade 4 | | | * | * | * | * | | | * |
| Grade 5 | * | * | * | * | | | | | * |
| All Grades | 21 | 47.73 | 16 | 36.36 | * | * | * | * | 44 |

| Oral Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade K | 18 | 72.00 | * | * | * | * | | | 25 |
| Grade 1 | * | * | | | | | | | * |
| Grade 2 | * | * | * | * | | | | | * |
| Grade 3 | | | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | | | | | * |
| Grade 5 | * | * | * | * | | | | | * |
| All Grades | 29 | 65.91 | 12 | 27.27 | * | * | * | * | 44 |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade K** | * | * | * | * | * | * | * | * | 25 |
| **Grade 1** | * | * | * | * | | | | | * |
| **Grade 2** | | | * | * | * | * | | | * |
| **Grade 3** | | | * | * | * | * | * | * | * |
| **Grade 4** | | | * | * | * | * | * | * | * |
| **Grade 5** | * | * | * | * | * | * | | | * |
| **All Grades** | 14 | 31.82 | * | * | 14 | 31.82 | * | * | 44 |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | 20 | 80.00 | * | * | * | * | 25 |
| **Grade 1** | * | * | * | * | | | * |
| **Grade 2** | * | * | * | * | | | * |
| **Grade 3** | | | * | * | * | * | * |
| **Grade 4** | | | * | * | * | * | * |
| **Grade 5** | * | * | * | * | | | * |
| **All Grades** | 27 | 61.36 | 13 | 29.55 | * | * | 44 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | 18 | 72.00 | * | * | | | 25 |
| **Grade 1** | * | * | * | * | | | * |
| **Grade 2** | * | * | | | | | * |
| **Grade 3** | * | * | * | * | | | * |
| **Grade 4** | * | * | | | | | * |
| **Grade 5** | * | * | | | | | * |
| **All Grades** | 34 | 77.27 | * | * | | | 44 |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade K | * | * | 14 | 56.00 | * | * | 25 |
| Grade 1 | * | * | * | * | | | * |
| Grade 2 | | | * | * | | | * |
| Grade 3 | | | * | * | * | * | * |
| Grade 4 | | | * | * | * | * | * |
| Grade 5 | * | * | * | * | | | * |
| All Grades | 14 | 31.82 | 23 | 52.27 | * | * | 44 |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade K | 15 | 60.00 | * | * | * | * | 25 |
| Grade 1 | * | * | * | * | | | * |
| Grade 2 | | | * | * | | | * |
| Grade 3 | * | * | * | * | | | * |
| Grade 4 | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | | | * |
| All Grades | 20 | 45.45 | 21 | 47.73 | * | * | 44 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

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

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **391** | **28.1%** | **13.0%** | **0.3%** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 51 | 13.0% |
| **Foster Youth** | 1 | 0.3% |
| **Homeless** | 9 | 2.3% |
| **Socioeconomically Disadvantaged** | 110 | 28.1% |
| **Students with Disabilities** | 42 | 10.7% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 10 | 2.6% |
| **Asian** | 36 | 9.2% |
| **Filipino** | 2 | 0.5% |
| **Hispanic** | 79 | 20.2% |
| **Two or More Races** | 30 | 7.7% |
| **Pacific Islander** | 1 | 0.3% |
| **White** | 232 | 59.3% |

**Conclusions based on this data:**

1. BSE's proportion of socioeconomically disadvantaged students, at 28.1% of our student population, is one of the highest percentages for a Folsom elementary school.

2. Our percentage of students identified as having disabilities aligns with local and state averages.

3. There has been no change in our percentage of EL students (13% ).

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Blue | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Green |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

**1.** Based on 2018 fall dashboard data, 2018-19 i-Ready diagnostic data, and preliminary data from 2018-19 CAASPP, math is a school-wide area of need.

**2.** Our suspension rate increased in 2018-19, and should remain an area of focus. We had a total of 17 suspensions during the 2018-19 school year, an increase from 13 during the previous school year.

**3.** Chronic absenteeism decreased during the 2018-19 school year, though it remains higher for our ELs and socioeconomically disadvantaged students than the school average.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 1 |

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 | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Blue | No Performance Color | No Performance Color |
| 25.3 points above standard | 18.4 points below standard | 0 Students |
| Increased 21.3 points | Increased 20.7 points | |
| 125 students | 20 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 2.8 points below standard | 15.1 points below standard |
| 3 students | Increased 16.8 points | Increased 23.4 points |
| | 39 students | 24 students |

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School Plan for Student Achievement (SPSA)   Page 21 of 47   Blanche Sprentz Elementary School

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 3 students | | 7 students | 1 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | No Performance Color | Blue |
| 0.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 32.8 points above standard |
| Increased 26.3 points | 5 students | | Increased 18.5 points |
| 29 students | | | 80 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** |
| 67 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 32.8 points above standard |
| Increased 8 points | 8 students | Increased 22.9 points |
| 12 students | | 104 students |

**Conclusions based on this data:**

**1.** Overall, students are showing satisfactory growth in ELA.

**2.** The difference in points between the school average and the average for English Learners is 43.7 points, with ELs scoring 43.7 points lower than the site average.

**3.** The difference in points between the school average and the average for students with disabilities is 40.4 points, with Students With Disabilities (SWDs) scoring 40.4 points lower than the site average.
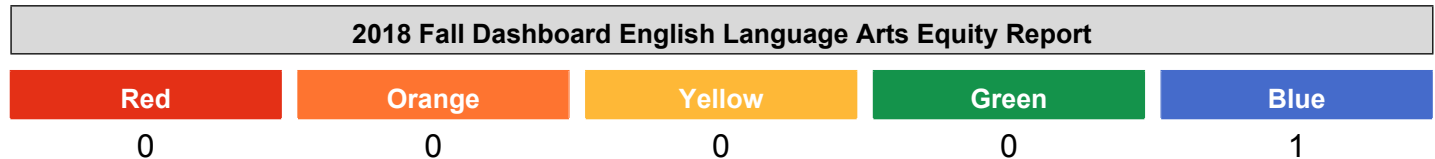
# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 1 | 0 | 0 |

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

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | No Performance Color | No Performance Color |
| 3.7 points below standard | 31.4 points below standard | 0 Students |
| Maintained -2.8 points | Declined -17.5 points | |
| 125 students | 20 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 30 points below standard | 68.6 points below standard |
| 3 students | Declined -18.4 points | Declined -24.4 points |
| | 39 students | 24 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 3 students | | 7 students | 1 students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | Green |
| 30.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 4.1 points above standard |
| Declined -13.4 points | | | Declined -3.4 points |
| 29 students | 5 students | | 80 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 |
|---|---|---|
| 68.1 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0.5 points above standard |
| Declined -7.7 points | | Maintained 0.3 points |
| 12 students | 8 students | 104 students |

**Conclusions based on this data:**

**1.** Based on preliminary 2018-19 CAASPP scores, the overall percentage of students who met achievement standard in math decreased by 8% from the previous year.

**2.** SWDs scored an average of 64.9 points lower than the site average.
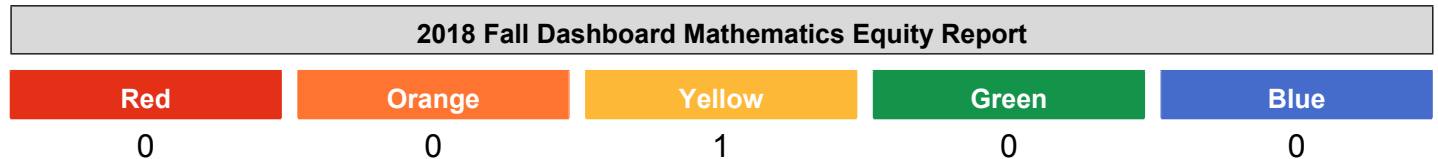
**3.** ELs scored an average of 27.7 points lower than the site average.

# 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 |
| 44 | 47.7% | 36.4% | 13.6% | 2.3% |

**Conclusions based on this data:**

1. There was a 10% increase in ELs scoring proficient over the 2017-18 school year.

2. Based on 2018 ELPAC scores, 60% of our EL students are proficient.

3. 84.1% of our ELs have moderately or well developed English proficiency.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

Lowest Performance    Red    Orange    Yellow    Green    Blue    Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 2 | 3 | 1 |
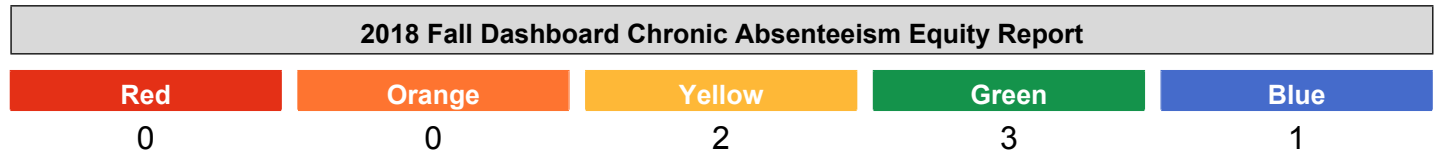
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Blue | No Performance Color |
| 4.9% chronically absent | 1.8% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Declined 1.6% | Declined 1.6% | 1 students |
| 410 students | 55 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | Yellow |
| 16.7% chronically absent | 6.8% chronically absent | 10.9% chronically absent |
| 12 students | Declined 7.1% | Declined 2.2% |
| | 133 students | 55 students |

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | Yellow | No Performance Color |
| 0% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 5% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| 11 students | 0 students | Increased 2.4% | 2 students |
| | | 40 students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Green | No Performance Color | No Performance Color | Green |
| 5% chronically absent | 8.6% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 4.1% chronically absent |
| Declined 4.9% | Increased 0.6% | 1 students | Declined 1.6% |
| 80 students | 35 students | | 241 students |

**Conclusions based on this data:**

**1.** BSE's overall chronic absenteeism rate was reduced by 1.5% from the 2017-18 school year.

**2.** The rate of chronic absenteeism in our SWDs is more than double that of our site average.

**3.** Our at-risk students, including socioeconomically disadvantaged, homeless, and SWDs have mich higher rates of chronic absenteeism than other students at our school.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 4 | 2 |
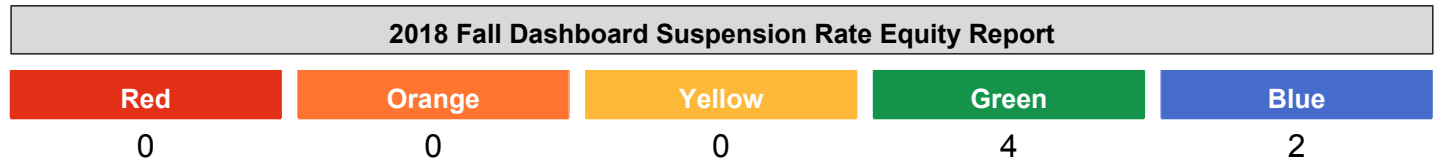
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Blue | No Performance Color |
| 1.2% suspended at least once | 0% suspended at least once | Less than 11 Students - Data Not ~~Displayed for Privacy~~ |
| | | 1 students |
| Declined -1.5% | Declined -3.3% | |
| 418 students | 55 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | Green |
| 0% suspended at least once | 0.7% suspended at least once | 1.8% suspended at least once |
| Declined -7.7% | Declined -5% | Declined -1.5% |
| 12 students | 138 students | 55 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 0% suspended at least once | 0 Students | 0% suspended at least once | Less than 11 Students - Data Not Displayed for Privacy |
| 11 students | | Maintained 0% | 2 students |
| | | 41 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 1.2% suspended at least once | 0% suspended at least once | Less than 11 Students - Data Not Displayed for Privacy | 1.6% suspended at least once |
| Declined -3.5% | Declined -4% | 1 students | Declined -0.8% |
| 81 students | 37 students | | 245 students |

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

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 3.6% suspended at least once | 2.7% suspended at least once | 1.2% suspended at least once |

**Conclusions based on this data:**

**1.** Our overall suspension rate declined 1.5% between fall 2017 and fall 2018 based on Dashboard data.

**2.** Based on Powerschool data for the 2018-2019 school year, our number of suspensions increased to 17 from 13 the previous school year.

**3.** The suspension rate for SWDs is 50% higher than the school average based on fall 2018 Dashboard data.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

# Goal 1

All students at Blanche Sprentz, including English Learners, will have access to curriculum and high quality instruction aligned with state standards, including access to related field trips and experiential learning.

## Identified Need

Teachers have not yet been trained in Amplify, our new district science curriculum that aligns with Next Generation Science Standards (NGSS). Our ELs show lower levels of proficiency in ELA and math on CAASPP, and higher rates of chronic absenteeism than the general school population. The progress of our SWDs lags behind that of peers in general education.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Assessment Student Performance and Progress (CAASPP), preliminary data | 51% of all students met or exceeded the achievement standard in math. | 54% of all students will meet or exceed achievement standard in math. |
| i-Ready diagnostic assessments | 61% of student made at least one year's growth in math. | 64% of students will make at least one year's growth in math as measured by iReady diagnostic data. |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including ELs, low income students, and SWDs.

### Strategy/Activity

A team of 5 staff from BSE will participate in a regional Response to Intervention (RtI) training together, as recommended by our director of curriculum and instruction, to increase RtI implementation and the ability of our grade level teams to systematically address student learning 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) |
|---|---|
| 10,000 | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>RtI conference costs, substitute teacher coverage during teacher participation in conference |

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

All students, including ELs, low income students, and SWDs.

Strategy/Activity

For all grade level teams, meetings will be held twice monthly to focus on data, student achievement, and targeted interventions. Targets will be set, and data will be collected to review progress toward identified student growth targets.

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

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

All students, including ELs, low income students, and SWDs.

Strategy/Activity

Training will be provided for all site teachers from our site RtI team to incorporate essential elements in twice monthly grade level 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) |
|---|---|
| 4,000 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Additional hourly pay for focused professional development on RtI strategies |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including ELs, low income students, and SWDs.

Strategy/Activity

Every Child By Name (ECBN) meetings will be held in September and January between teachers and site principal to foster sharing of student progress data and understanding of individual student 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) |
|---|---|
| 500 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teachers to allow release time for teacher/administrator collaboration |

# 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.

Blanche Sprentz Elementary (BSE) did not meet the the overall ELA goal (per preliminary CAASPP scores). However, first and second grade made gains in their overall reading fluency (per i-Ready and Oral Reading Proficiency [ORP] scores.)

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

BSE had no significant differences between our planned budget and expenditures.

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.

Based on iReady scores and preliminary CAASPP data, BSE will focus heavily on math, in addition to maintaining attention to ELA and fundamental reading skills.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

# Goal 2

We will reduce student suspensions, reduce bullying incidents, and increase school connectedness. We will increase the efficiency, timeliness, and accessibility of communications from our school. We will maintain a high level of family engagement and community partnerships in support of student learning.

## Identified Need

There was a significant increase in student suspensions during the 2018-19 school year based on data available in Powerschool. We need to continue to fortify our comprehensive PBIS tier 1 to set, teach, and reinforce school-wide behavioral expectations for all students. We currently do not have a regularly distributed and centralized school newsletter to communicate ongoing and important happenings, challenges, and celebrations at our school site. We do not currently have a weekly update or bulletin to keep all our staff up to date on happenings, initiatives, concerns, and celebrations.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Healthy Kids Survey (CHKS) | In the 2018-19 survey, 95% of parents agreed or strongly agreed that the school allows input and welcomes parent contributions, and 97% agreed or strongly agreed that the school encourages them to be active partners with the school. Ninety nine percent of parents felt welcome to participate at the school. | For the metrics of allowing input, welcoming parent contributions, and feeling welcome to participate in the school, we will maintain an average rate of 97% during the 2019-20 school year. |
| Site PBIS documents | No current behavior matrix for expected behaviors across school settings | We will create a school-wide behavior matrix that focuses on expected behaviors aligning with ROCK (respect, on-task, courteous, and kind) in all areas of the campus |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | (playground, classroom, multi-purpose room, etc.). |
| Suspension data available through Powerschool | We had a total of 22 site suspension during the 2018-19 school year. | We will reduce the number of total suspensions by 10% from 2018-19 data. |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, including ELs, low income students, and SWDs.

Strategy/Activity

Our staff will create and post in all areas a behavior matrix indicating expected student behaviors that align with Respect, On-task, Courteous, and Kind (ROCK) , and will implement a reward system that celebrates students for showing these elements of pro-social behavior through the uniform distribution of 'Bear Hugs,' which are tokens that can be collected and redeemed for privileges and rewards. We will hold biweekly raffles associated with Bear Hugs to reward students for their positive behavior.

**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) |
|---|---|
| 300 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Raffle wheel and awards for students demonstrating ROCK |

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

All students, including ELs, low income students, and SWDs.

Strategy/Activity

Our PBIS team will participate in a regional training opportunity to increase our comprehensive understanding of PBIS tiers 1-3, in order to expand, refine, and further implement PBIS processes and practices at our 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) |
|---|---|
| 5,000 | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Training registration costs and travel |
| 1,000 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitute teachers during training dates |

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

All students, including ELs, low income students, and SWDs.

Strategy/Activity

We will compose and deliver weekly bulletins to all staff members regarding important happenings, initiative, and celebrations at our site. Will will compose and distribute a monthly parent newsletter outlining important dates and events, initiative, needs, opportunities for parent involvement, and staff and student successes.

**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 - Supplemental<br>4000-4999: Books And Supplies<br>To cover costs of printing and distribution |

# 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.

Blanche Sprentz effectively implemented SIPPS and SIPPS plus in grades K-3, with students grouped for targeted instruction aligning with their needs. BSE held SIPPS PLCs every six weeks in 1st and 2nd grades.

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

BSE did not have any significant differences between the planned budget and expenditures.

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.

This goal is rewritten to align with the district LCAP goal, which addresses attendance, suspension, school connectedness, and family engagement.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course
of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to
improve achievement.
3.3 Provide access to A-G,  Career and Technical Education (CTE), International Baccalaureate  ( IB), Advanced
Placement  (AP) and STEM courses.

# Goal 3

Teachers and support staff will increase student proficiency in ELA, math and science by using
evidence based instructional strategies and effectively implementing district adopted curriculum.

## Identified Need

Student proficiency in math has decreased over the last two years. Student growth in ELA must be
maintained for some and increased for others. Teachers and staff have not yet implemented the
newly district adopted curriculum for science.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Preliminary 2018-19 CAASPP data for math | During the 2018-19 school year, math proficiency dropped from 59% to 51% | 55% of students will score proficient or above in math on the Spring 2020 CAASPP. |
| i-Ready diagnostic data from 2018-19 for math | 61% of students made at least one year's growth in math during the 2018-19 school year. | 66% of students will make at least one year's growth in math during the 2019-20 school year. |
| Staff science training participation data | No BSE staff have been trained in the implementation of Amplify Science curriculum | All teachers at BSE will participate in Amplify science curriculum training during the 2019-20 academic year. |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including ELs, low income students, and SWDs.

Strategy/Activity

We will use monthly staff PD meeting times throughout the 2019-20 year to learn and practice instructional strategies to increase student math proficiency at communicating math reasoning and demonstrating math concepts and procedures, and to increase proficiency with delivery of Amplify science curriculum. District lead teachers will work with our staff at our scheduled meetings to increase our proficiency in evidence-based instructional strategies to improve student achievement in math and science.

Our grade level team meetings, which will be scheduled twice monthly during the 2019-20 school year, will focus on ongoing student progress data in math, and will target students in need of additional intervention.

Our primary and intermediate lead teachers will participate in district training opportunities for math curriculum and instruction, and will share these trainings with our site staff at grade level 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) |
|---|---|
| 800 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitute teacher coverage for our site coaches to participate in math and science curriculum training opportunities. |

# 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.

BSE did not meet this goal. Overall math scores decreased 8% per preliminary CAASPP data. Overall ELA scores remained unchanged, with 62% of students at or above standard, with some decreases within proficiency bands.

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

BSE had no significant differences between our planned budget and expenditures.

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.

BSE will focus on math and science for the 2019-20 school year. We will use our grade level meeting times and RtI training and staff PD to increase our implementation of evidence-based instruction strategies for math, as outlined in the strategies above and in goal 1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

# Goal 4

We will increase the number of students performing at grade level in ELA and math, and will increase yearly progress made by all students.

## Identified Need

Grade level teams meet regularly to discuss student progress and students in need of more support. We are not currently using a school-wide RtI framework to examine data and target students for needed interventions uniformly at all grade levels. Our percentage of students in math dropped 8% last year, and 39% of students did not make one full year of math growth last year. While many of our students made more than one year's growth in ELA and math, a significant percentage of students did not make a full year's growth in either or both subjects.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| California Assessment Student Performance and Progress (CAASPP), preliminary data | 51% of all students met or exceeded achievement standard in math. | 54% of all students will meet or exceed achievement standard in math. |
| i-Ready diagnostic assessments | 61% of student made at least one year's growth in math. | 64% of students will make at least one year's growth in math as measured by iReady diagnostic data. |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including ELs, low income students, and SWDs.

Strategy/Activity

A team of 5 staff from BSE will participate in a regional RtI training together, as recommended by our director of curriculum and instruction, to increase use of RtI implementation and proficiency within grade level teams.

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

| Amount(s) | Source(s) |
|---|---|
| | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>RtI conference costs, substitute teacher coverage during teacher participation in conference. Costs already accounted for in goal 1. |

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

All students, including ELs, low income students, and SWDs.

Strategy/Activity

For all grade levels, grade level meetings will be held twice monthly to focus on data, student achievement, and targeted interventions. Targets will be set, and data will be collected to review progress toward identified student growth targets.

**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)

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

All students, including ELs, low income students, and SWDs.

Strategy/Activity

Training will be provided for all site teachers from RtI team to incorporate essential elements in twice monthly grade level 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) |
|---|---|
| | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Additional hourly pay for focused professional development on RtI strategies. Costs already accounted for in goal 1. |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students, including ELs, low income students, and SWDs. |
|---|

Strategy/Activity

| Every child by name (ECBN) meetings will be held in September and January between teachers and site principal to foster sharing of student progress data and understanding of individual student 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) |
|---|---|
| | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitute teachers to allow release time for teacher/administrator collaboration. Cost already accounted for in goal 1. |

# 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.

| BSE held data-driven ECBN meetings twice last year. In addition, BSE held grade level PLCs every six weeks. Weekly collaboration meetings were held for 1st and 2nd grades. Before and after school interventions were offered to students in 4th and 5th grades. Assistance from a bilingual instructional aide was provided to ELs in grades K-5. |
|---|

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

| BSE had no significant differences between our planned budget and expenditures. |
|---|

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.

This goal is being narrowed to more carefully target RtI and grade-level meetings to increase student proficiency and growth in ELA, math, and science.

# 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 | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $22,100.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

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

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF - Supplemental | $22,100.00 |

Subtotal of state or local funds included for this school: $22,100.00

Total of federal, state, and/or local funds for this school: $22,100.00

# 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

6 Parent or Community Members

| Name of Members | Role |
|---|---|
| Robin Smay | Principal |
| Ashleigh Ahlstrom | Classroom Teacher |
| Donna Burton | Classroom Teacher |
| Julie Smith | Classroom Teacher |
| Nancy Gibson | Other School Staff |
| Tona Johnson | Parent or Community Member |
| Jenny Brown | Parent or Community Member |
| Tammy Kaler | Parent or Community Member |
| Mary Romero | Parent or Community Member |
| Tony Truppa | Parent or Community Member |
| Katie Salcone | 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.

# English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

| Name of ELACMembers | Role |
|---|---|
| Robin Smay | Principal |
| Dana Arce | Parent or Community Member |
| Kim Smith | Classroom Teacher |
| Silpa Patel | Parent or Community Member |
| Michele Pettengill | Parent or Community Member |
| Tammy Kaler | Parent or Community Member |
| Rose Ann Morrison | Classroom Teacher |
| Suzanne Hooker | |

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership.  Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1.  The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2.  The ELAC shall assist the school in the development of:
    a.  The school's needs assessment.
    b.  The school's annual language census.
c.      Ways to make parents aware of the importance of regular school attendance.

# 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 |
|---|---|
| | English Learner Advisory Committee |
| | Special Education Advisory Committee |

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 8/19/19.

Attested:

| | Principal, Robin Smay on 8/19/19 |
|---|---|
| | SSC Chairperson,  on 8/19/19 |

ELAC Committee Minutes

How are we doing? Second language support…
SPSA input and review
Focus for the year?
Needs analysis

Discussion:

Questions: Is our BIA trained in GLAD strategies? Parameters for "structured language immersion" that is indicated in IEPs? What protocol/ instructional strategies does our BIA use? Does the district have any supplementary curriculum in use to support these students? Why no more ESL? Are any of our teachers GLAD trained?

Observations here: Unintentially teachers are offputting to students who are second language learners. Communications between parents and school could be better. Clarify expectations for maintenance of language would help. No support for maintaining home language. Doesn't feel valued.

SPSA: Parent support is needed. Work with parents to come up with plans to support home language while fostering English. Have a specialists that facilitates plans and supports. Make sure all students includes ELs.

ELAC Committee Agenda

How are we doing?
- Second language support…
- SPSA input and review
- Focus for the year?
- Needs analysis

# ELAC Meeting

## August 21, 2019

| Name | Parent | Staff |
|------|--------|-------|
| Sara M Arce | ✓ | |
| M. Pettengill | ✓ | |
| Tamara Kaler | ✓ | |
| Sitpu Patel | ✓ | |
| RoseAnn Morrison | | ✓ |
| Suzanne Hooker | | ✓ |
| Robin Song | | ✓ |

Site Council Agenda
8/19/2019

- Welcome and introductions
- Voting in new community members
  - Teacher vote to be conducted shortly
- District focus this year: Climate 2.0
  - Last year was ABC: attendance, budget, culture
  - PBIS and Mindfulness
- Boundary info
- Single Plan for Student Achievement
  - Goals focus on math, culture, and grade level teams
- Open discussion
  - New items
  - Council priorities for the year
    - Safety?
  - Questions and answers
- Next meeting scheduled October 21, will review/ approve updated school safety plan

Blanche Sprentz Site Council
Monday, August 19, 2019

Attendance:
Staff - Robin Smay, Donna Burton, Julie Smith, Ashleigh Ahlstrom, Nancy Gibson
Parents - Mary Romero, Katie Salcone, Tony Truppa, Tona Johnson

Minutes:
300 Meeting began
302 Copy of SPSA distributed
302 Process for ballot and voting for new site council members
304 Review from May meeting (Attendance Budget Culture goals)
304 New district goal is Culture 2.0
- Mindfulness of students and teachers
- PBIS
306 Boundary info
- Upcoming district meetings will address this and give us better idea of what to expect for the future
- Our school may be impacted
- PTO will be updated more frequently because SC only meets three times a year
- Public input has been and will be solicited
321 SPSA - a summary of items that were discussed
- Due Sept. 1, draft was turned in
- Had to summarize data without being part of the school last year
- CA Healthy Kids Survey (teacher resources for sped) - has scheduled once a month training for concerned areas
- iready test scores
- Preliminary CAASSP data - some decreases and some increases, goals will be determined based on data
- Intervention teachers not provided at site this year ( academic needs of sites around district determined cuts)
- Some numbers may be skewed because of TK
- Increase grade level collaboration times this year because of movement amongst grade level teams
- Chronic absenteeism has been reduced by 1%
- Suspension rates increased last year
- 4 site goals that relate to LCAP -
    - 7 teachers (one per grade level) will participate in RTI training with an emphasis on data driven instruction, those teachers will train grade level teams, ECBN meetings will continue this year
    - elevate school culture, combine PBIS with ROCK, consistent throughout the school with a behavior matrix, looking into PBIS training opportunities, parent newsletter, yard duty trainings

○ Math trainings and resources will be provided to help elevate math growth, lead teachers for math and science

412 Safety concerns -
- Campus is too accessible
- What can we do to solve this without getting rid of the family feel
- Hiring more yard duty
- Create a common area for parents to pick up students after school

422 Electronically sign SPSA review

Meeting Adjourned: 426
Next meeting: Monday, October 21, 2019

August 19, 2019

SITE COUNCIL MEETING

SIGN IN SHEET

| Name | Staff Member | Parent |
|------|:---:|:---:|
| Robin Smay | X | |
| Katie Salcone | | X |
| Mary Romero | | X. |
| Donna Burton | ✓ | ✓ |
| Ashleigh Ahlstrom | ✓ | ✓ |
| Julie Smith | ✓ | |
| Tona Johnson | | ✓ |
| Nancy Cah | X | |
| _(signature)_ | | ✓ |