



# 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
Sandra J. Gallardo Elementary School	34673300100404	September 1, 2020	October 22, 2020

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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.

Sandra J. Gallardo Elementary School's purpose regarding the School Plan for Student Achievement (SPSA) is to continue to assist all students towards academic proficiency. As measured by the goals of Folsom Cordova Unified School District's (FCUSD) Local Control and Accountability Plan (LCAP), California Assessment of Student Performance and Progress (CAASPP) scores, i-Ready, and all other assessment instruments determined by teachers and administration. Our staff, School Site Council, and Parent Teacher Organization will focus on Sandra J. Gallardo Elementary School's Mission and Vision statements, student engagement and achievement, teamwork, Professional Learning Community (PLC) practices, Social Emotional Learning (SEL), continued implementation of Positive Behavior Intervention and Support (PBIS), as well as ongoing Parent Engagement.

## School Vision and Mission

The mission of Sandra J. Gallardo Elementary School is to meet the needs of all learners in a safe, supportive environment that better prepares each student for college and career readiness.

The vision of Sandra J. Gallardo Elementary School is to provide a professional learning community where each student receives rigorous learning opportunities to build a strong educational and social foundation needed to

succeed in school and life. Sandra J. Gallardo Elementary School's administration and staff will provide:

- High Expectations
- Rigorous Curriculum
- Community Involvement
- Promotion of 6B's Character Traits (Be Safe, Be Kind, Be Respectful, Be Responsible, Be on Task, Be Present)

## School & Community Profile

Sandra J. Gallardo Elementary School is an elementary school in Folsom, California, serving Kindergarten through 5th grade. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in August 2020, is 458. In 2010, our school was named a Distinguished School based on academics, student performance and positive learning environment. Our school is a place where students, staff, parents and community members interact to create a collaborative learning environment, while respecting and celebrating individual differences. In 2019, FCUSD provided Equity training for select teachers in supporting our campus and providing a culture where everyone recognizes diversity, equity and inclusion. Sandra J. Gallardo Elementary School has (1) teacher who has completed the training and received the Cultural Competency Certificate. This fall, additional representatives will be trained and taught these concepts for continued support for our staff and students.

Sandra J. Gallardo Elementary School is structured around high academic and behavioral expectations, which helps to maintain, support and encourage a positive school-wide atmosphere. Our school and staff reflect a culture of caring, supportive and strong home-school connection made up of educators who hold California Teaching Credentials and paraprofessionals, both who are committed to educational excellence for all students. Teachers regularly participate in

Professional Development (PD) and collaborative opportunities through our Professional Learning Communities (PLCs). As we serve the needs of our students, we offer programs that serve the individual academic needs including Speech, Occupational Therapy, and Intervention Programs. Opportunities for differentiated learning help to provide challenges for all students, including those identified for Gifted And Talented Education (GATE). Additionally, we support English Learners (EL) with qualified staff and programs identified to develop English acquisition skills. Sandra J. Gallardo Elementary School is also home to a Student Care program.

Our curriculum is focused on teaching students the District adopted Common Core State Standards in all grades. Materials used in classrooms are State and District adopted. Chromebooks are used in all classrooms and are at a 1:1 ratio. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will support and improve learner outcomes. As we develop our Science, Technology, Engineering, Math (STEM) Program, teachers and parents bring Science exploration to the classroom. Additionally, students participate in Student Council, STEM Night, Science Fair, Math Bowl, Cross Country and other social events during the school year.

Our school-wide discipline program is based upon a positive culture approach including Positive Behavior Interventions and Supports (PBIS), participation of Swamp Supporters, and student engagement. We utilize the Second Step curriculum, The 6 Bs (Be Safe, Be Kind, Be Respectful, Be Responsible, Be On Task, Be Present), Positive Postcards and Atta Gator incentives, which recognizes student progress and positive choices. Students in need of additional support such as counseling and/or interventions participate in the Primary Intervention Program (PIP)/Special Friends.

Parent participation is encouraged to foster a relationship between home and school. With the support of our Parent Teacher Association (PTA), Intel Corporation funds and parents, we are able to offer extended day programs, interventions and enrichment clubs held after school hours, (i.e. Chess Club, Honey Coding, Yearbook Club, Early Engineers, Firefly Art, Cross Country, Ukulele, History Club, etc.). Our parent docent Fine Arts Mini Experience (FAME) program is designed to enrich the visual and performing arts. Community volunteers support our campus by explaining economics through the Intel/PC Pals program, Rotary Club, and Junior Achievement program.

At Sandra J. Gallardo Elementary School, we believe that all students can learn. As we work in partnership with our families, we can facilitate learning to ensure that our students will achieve to their highest potential. This will be accomplished by maintaining high standards, teaching a rigorous curriculum, promoting good character, and supporting the social and emotional needs of our students and staff.

# 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).

Staff and families at Sandra J. Gallardo Elementary School are encouraged to provide input and feedback. We facilitate a welcoming school effectiveness survey (staff, programs, instruction, etc.), the California Healthy Kids Survey (CHKS) administered to students, staff and parents, as well as a Parental End-of-Year Survey to analyze our progress, plans and goals. Additionally, Parent Teacher Association (PTA) / English Learner Advisory Committee (ELAC) surveys reflect parents requesting additional resources for all students. Based upon results of these surveys, Sandra J. Gallardo Elementary School has added additional clubs (Ukulele, Chess, Math, Art, ASSIST Structured Sports, HoneyCoding, and Discover Dance). Bryte Bytes is a district-administered survey to staff, with the data used to enhance student learning.

## 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 for Probationary teachers take place twice in the fall and twice in the spring. Tenured teachers' formal evaluations are once in the fall and once in the spring. Teachers being evaluated are also subject to informal evaluations throughout the school year, per the Folsom Cordova Unified School District (FCUSD) evaluation process. Additionally, the principal is in classrooms on a regular basis observing student learning and teaching, as well as weekly walkthroughs. If additional support is needed, the principal will provide the needed support. Specific feedback is written and verbal, and is provided to teachers following classroom observations. Feedback targets the six California Standards for the Teaching Profession (CSTP).

Additionally, while surveys and academic assessments are vital components in creating a safe, nurturing and positive school environment, witnessing the daily routines and interactions of staff and students is equally of value and importance. Informal class observations occur frequently and are encouraged. This interaction is a way for administration to connect with teachers and students.

## 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)

We are using i-Ready data, California Assessment of Student Performance and Progress (CAASPP) results, oral reading passages, benchmarks, ongoing English Language Arts (ELA) and Math assessments, end of unit/chapter tests, enVision Math topic tests, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Mastery tests. These results are used to plan instruction, appropriately group students, monitor progress, and provide interventions, as needed. Collaboration with the Principal, classroom teachers and other support staff meet multiple times per year to discuss Multi-Tiered System of Support (MTSS) and Responses to Intervention (RtI) to close the achievement gap. If a student is not making targeted growth and has the appropriate support, including any needed intervention, he/she is recommended to our site's Student Support Team (SST). The Student Support Team (Principal, general education teacher, Special Education/Resource teacher, Psychologist, Speech Pathologist) and parents meet to discuss the student's strengths, areas of concern, and the appropriate next steps in supporting the student's academic, social, and emotional growth.

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

Teachers will document student progress with results from above mentioned assessments and group as appropriate, setting goals for acceleration and/or remediation, as needed. Each month, we collaborate in Professional Learning Community (PLCs) to assess needs, modify instruction, create interventions to support student learning and offer Professional Development (PD). Teachers conduct i-Ready, English Language Proficiency Assessments of California (ELPAC), running records, and curriculum assessments regularly, as directed by the District's adopted curriculum to monitor student progress. These results will identify needs for intervention grouping.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and highly qualified in the subject matter/grades they teach. In addition to state requirements, several Sandra J. Gallardo Elementary School teachers have attained Gifted and Talented Education (GATE) certification.

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

All staff participate in ongoing support and Professional Development (PD). Professional Development (PD) is incorporated through Folsom Cordova Unified School District's (FCUSD) Professional Development days, site teacher release time with District Lead Teachers and regular dedicated time for Professional Development at staff collaboration and/or common planning meetings.

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

Staff is provided District, site and Professional Development, targeted to meet their ongoing needs. All Professional Development is based on the Common Core Language Arts and enVision Math curriculum. Teachers continue to receive training based on needs, including but not limited to: i-Ready and Illuminate to analyze student performance data, classroom management, Amplify, Social and Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), as well as how to incorporate technology into their classrooms in ways that are both highly effective and engaging for students. Professional Development opportunities occur at the site and District levels, as well as with outside agencies such as Sacramento County of Education (SCOE) and Solution Tree.

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

District Lead Teachers provide ongoing support to teachers, as well as Lead Teachers who support and guide the Instructional Focus Meetings. In 2020-2021, Sandra J. Gallardo Elementary School will continue to utilize campus instructional Lead Teachers in the areas of English Language Arts (ELA)/English Language Development (ELD), Math and Technology. Our Student Support Team (SST) / Response to Intervention (RtI) monitors student progress using the Response to Intervention (RtI) model and collaboratively discuss actions to address both the academic and behavioral needs of our students with greatest needs (Tier 3). Outside professionals are used as needed and allotted.

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

Our school/teachers participate in monthly site collaboration/grade level meetings to share, learn and set goals, etc. Formal Every Child By Name (ECBN) meetings are conducted with administration (3) times per year. Our Grade Level teams also collaborate during common planning time, two times per month in all grades. Continual ongoing collaboration is an integral part of our staff development. Professional Learning Community (PLC's) are regularly utilized, time is spent on reviewing student progress, identifying areas to re-teach and focus instruction to support all students.

## Teaching and Learning

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

All teachers are using the Common Core State Standards (CCSS) as the basis of their instruction. Sandra J. Gallardo Elementary School continues to refine Multi-Tiered System of Support (MTSS)/ Response to Intervention (RtI), after-school interventions, small group settings, and create a trusting environment in which to grow collaboratively as we provide academic instruction. Teachers will receive district training and site curricular meetings throughout the school year. The staff attends the District's Professional Development days to align the Common Core State Standards with materials from our English Language Arts (ELA)/MATH Lead Teachers.

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

Each classroom has posted an instructional schedule each day/week, which aligns with State and District requirements (interventions, Response to Intervention (RtI), Early/Late, Multi-Tiered System of Supports (MTSS). Language Arts and Math times are protected from interruption. We also have early/late schedules for our first and second grade students, to focus on early reading and writing grade level proficiency.

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

District pacing windows allow teachers to monitor their instructional progress, as well as student progress. The pacing windows allow for structured flexibility and helps teachers maintain accountability.

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

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to materials such as i-Ready, Read Naturally, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), STAR Reading, Accelerated Reader and Lexia Core 5. Many of our programs are accessible for home use.

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

Teachers have been trained in the use of supplemental curriculum and instruction, including but not limited to i-Ready, Accelerated Reader, Second Step, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Handwriting without Tears, and Read Live. Sandra J. Gallardo uses state adopted and standards-aligned K-5 instructional materials (i.e., Benchmark for ELA, enVision for mathematics, Read Naturally, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Lexia Core 5 for interventions and differentiated Instruction.) Several Sandra J. Gallardo Elementary School teachers have completed Guided Language Acquisition Instruction (GLAD), as well as Gifted and Talented Education (GATE) training.

## Opportunity and Equal Educational Access

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

Sandra J. Gallardo Elementary School utilizes a Learning Center model to support specific needs per child/instructional level. District adopted curriculum, including SONDAY is provided, as needed. Push-in/Pull-Out, Universal Access and Intervention groups are provided within the school day, along with the school wide Atta-Gator incentive program based on positive behavior support.



## Evidence-based educational practices to raise student achievement

In order to create a learning environment that fosters learning, we use a variety of instructional practices to increase student achievement: Direct instruction, collaborative conversations, a school wide incentive program (Atta-Gators) based on positive behavior supports and anti-bullying curriculum, including Positive Behavioral Interventions and Supports (PBIS) and Steps to Respect. We also continue to align our practices to those that have been determined to have higher effect sizes based on the research of John Hattie.

## 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, STEM/Math Night, School Site Council, Multi-Cultural Night, Coffee with the Principal, and Open House to facilitate better parent-teacher-student communication and home-school connection. Our school, District and PTA websites are viable resources for calendars, communications and clarity throughout the year. Sandra J. Gallardo Elementary School actively seeks and appreciates the resources to assist under-achieving students from families and community partners (i.e., PC Pals, Intel Corporation, PTA.)

### 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)

We have a very large parent participation/volunteering process, where parents who meet safety clearance can volunteer in the classrooms and attend field trips. Parent and staff participation, along with our Parent Teacher Association (PTA) help to fund, organize and plan events that benefit children throughout the school year. Plans are reviewed by staff, parents and community through PTA, School Site Council, parent meetings, and English Lerner Advisory Committee (ELAC) meetings with an open door policy. Our School Site Council consist of (5) or more parents and school staff who meet during the school year to provide input, approve and monitor our School Plan for Student Achievement (SPSA), as well as approve our School Safety Plan. Our English Language Advisory Committee (ELAC) meet as part of the School Site Council to focus on the specific needs of our English Learners (EL).

## Funding

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

Categorical funds are used to support our classroom instruction, materials and staff development. District services and funding are provided for support of the District Lead Teachers who provide coaching and Professional Development to teachers and administrators, Bilingual Instructional Aides (BIA), i-Ready, Accelerated Reader, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Professional Development, Parent Coordinator, Library Clerk.

### Fiscal support (EPC)

District services and funding are provided, as well as Parent Teacher Association (PTA), Intel PC Pals Program, community donations and grant matching opportunities.

## 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

Sandra J. Gallardo Elementary School involves staff and parents in developing and monitoring our school plan. Sandra J. Gallardo Elementary School's Site Council meet a minimum of (3) times per school year. The staff Leadership teams, as well as PTA meet monthly. During these meetings, information is shared and discussed to guide our goals and decisions. Planning of the 2020-2021 school site plan begin during the first trimester of the school year with continuous monitoring from the following groups:

Weekly Staff Meetings - Each Thursday (Note: During Distance Learning, staff meetings will be held on Monday's)



School Site Council (reviews and approves Site Plan on or before September 1, 2020 - monitored throughout school year)  
Staff, Student, Parent Surveys (fall, spring)  
Every Child By Name (ECBN) meetings (three times per year)  
Staff / Grade Level / Professional Development / Staff Leadership Team (Curriculum, Positive Behavior Intervention Systems (PBIS), Behavior, Safety) meetings  
RTI/SST Meetings  
PTA (Principal Reports): General and Executive Board  
District Professional Development Days  
Director of Categorical Programs (consultations - ongoing)  
Local Control and Accountability Plan (LCAP) Goals (District Leadership - review)

## Resource Inequities

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

1. Staff and Student Re-Integration to Campus: With the outbreak of COVID-19, students and staff are excited and cautious of the return to campus. We are ready to begin the work for all of our students. There will be academic regression, since some of our students were not able to fully participate in Distance Learning, as well as needed emotional support for our students and staff. As we navigate this endeavor, the staff will work together with our students, families, and District, to create a safe, healthy, and positive learning environment.
2. With a growing number of English Language students, Sandra J. Gallardo Elementary School has a need for increased Bilingual Instructional Aide (BIA) support.
3. Increased Parent Coordinator support, because of the large and active parent population.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.22%	0.21%	1	1	1
African American	1.01%	0.65%	0.85%	5	3	4
Asian	34.00%	34.86%	38.59%	169	160	181
Filipino	1.41%	2.4%	3.2%	7	11	15
Hispanic/Latino	5.23%	4.79%	5.12%	26	22	24
Pacific Islander	%	%	0%			0
White	52.11%	50.11%	43.5%	259	230	204
Multiple/No Response	0.20%	0.22%	8.53%	1	1	0
Total Enrollment				497	459	469

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	47	42	67
Grade 1	80	58	60
Grade 2	91	79	71
Grade3	79	96	84
Grade 4	99	83	102
Grade 5	101	101	85
Total Enrollment	497	459	469

### Conclusions based on this data:

1. Sandra J. Gallardo Elementary School continues to have consistent enrollment, with an upswing due to recent growth in the community, development of nearby apartments and new homes south of Highway 50.
2. Sandra J. Gallardo Elementary School's EL population is 9.66%. We currently have (3) campus Bilingual Instructional Assistants available to our students.
3. Sandra J. Gallardo Elementary School is disproportionate with the number of White students who are designated low income. It is important to continue to focus on learning for diverse students to keep staff aware that children have different learning styles, academic, and social and emotional needs.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	54	41	60	10.9%	8.9%	12.8%
Fluent English Proficient (FEP)	76	83	78	15.3%	18.1%	16.6%
Reclassified Fluent English Proficient (RFEP)	4	28	3	8.0%	51.9%	7.3%

### Conclusions based on this data:

1. Our population is diverse with several students whose primary language is not English, and with many students who do not speak English.
2. With the appropriate instruction, support and interventions, our English Learner (EL) population will continue to make progress. This past year, twenty-two of our English Learner (EL) students were reclassified as fluent English proficient (RFEP).
3. Continued work with staff development and Bilingual Assistant Support (BIA) is important to ensure that our students who speak languages other than English as their primary language, have support at Sandra J. Gallardo Elementary School.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	95	80	98	94	80	94	94	80	94	98.9	100	95.9
Grade 4	102	97	81	101	94	79	101	94	79	99	96.9	97.5
Grade 5	131	100	101	129	99	101	129	99	101	98.5	99	100
All	328	277	280	324	273	274	324	273	274	98.8	98.6	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2495.	2494.	2510.	59.57	52.50	68.09	21.28	31.25	18.09	10.64	13.75	10.64	8.51	2.50	3.19
Grade 4	2540.	2550.	2540.	61.39	62.77	54.43	19.80	20.21	27.85	12.87	12.77	11.39	5.94	4.26	6.33
Grade 5	2574.	2600.	2591.	45.74	61.62	55.45	35.66	32.32	34.65	14.73	4.04	7.92	3.88	2.02	1.98
All Grades	N/A	N/A	N/A	54.63	59.34	59.49	26.54	27.84	27.01	12.96	9.89	9.85	5.86	2.93	3.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.26	53.75	60.64	35.11	40.00	34.04	10.64	6.25	5.32
Grade 4	59.41	57.45	54.43	34.65	40.43	40.51	5.94	2.13	5.06
Grade 5	49.61	59.60	54.46	43.41	36.36	41.58	6.98	4.04	3.96
All Grades	54.01	57.14	56.57	38.27	38.83	38.69	7.72	4.03	4.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.94	36.25	46.81	42.55	55.00	46.81	8.51	8.75	6.38
Grade 4	51.49	52.13	48.10	40.59	42.55	41.77	7.92	5.32	10.13
Grade 5	60.47	70.71	58.42	34.88	26.26	40.59	4.65	3.03	0.99
All Grades	54.32	54.21	51.46	38.89	40.29	43.07	6.79	5.49	5.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.74	47.50	50.00	53.19	50.00	48.94	1.06	2.50	1.06
Grade 4	42.57	52.13	44.30	54.46	47.87	54.43	2.97	0.00	1.27
Grade 5	31.78	52.53	40.59	65.12	45.45	57.43	3.10	2.02	1.98
All Grades	39.20	50.92	44.89	58.33	47.62	53.65	2.47	1.47	1.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.32	47.50	60.64	38.30	47.50	35.11	6.38	5.00	4.26
Grade 4	51.49	45.74	41.77	44.55	52.13	51.90	3.96	2.13	6.33
Grade 5	51.16	69.70	59.41	44.96	29.29	36.63	3.88	1.01	3.96
All Grades	52.47	54.95	54.74	42.90	42.49	40.51	4.63	2.56	4.74

**Conclusions based on this data:**

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 CAASPP. The conclusion comments below address the 2018-2019 results. Initial 2020-2021 site diagnostic results will guide the creation of SMART goals and other academic needs.
2. Last year, Sandra J. Gallardo Elementary School's overall ELA achievement breakdown = 87% of standards exceeded / met (leaving 13% nearly met or not met) - We were able to maintain our growth from the previous year. With support, the instruction and assessment overall was strong. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard and i-Ready). Last year's area of weakness was listening. Although listening was the focus, we will also concentrate on Reading, Writing and Research/Inquiry for the 2020-2021 instructional year.
3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Sandra J. Gallardo Elementary School's focus and needs.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	95	80	98	95	80	94	95	80	94	100	100	95.9
Grade 4	102	97	81	101	94	79	101	94	79	99	96.9	97.5
Grade 5	131	100	101	131	99	101	131	99	101	100	99	100
All	328	277	280	327	273	274	327	273	274	99.7	98.6	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2512.	2499.	2516.	60.00	46.25	57.45	25.26	37.50	34.04	12.63	13.75	7.45	2.11	2.50	1.06
Grade 4	2540.	2544.	2551.	47.52	53.19	50.63	36.63	29.79	31.65	12.87	13.83	15.19	2.97	3.19	2.53
Grade 5	2582.	2591.	2600.	58.02	60.61	64.36	22.14	23.23	17.82	14.50	12.12	15.84	5.34	4.04	1.98
All Grades	N/A	N/A	N/A	55.35	53.85	58.03	27.52	29.67	27.37	13.46	13.19	12.77	3.67	3.30	1.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76.84	62.50	75.53	20.00	31.25	22.34	3.16	6.25	2.13
Grade 4	62.38	68.09	67.09	30.69	24.47	22.78	6.93	7.45	10.13
Grade 5	65.65	62.63	67.33	22.90	30.30	20.79	11.45	7.07	11.88
All Grades	67.89	64.47	70.07	24.46	28.57	21.90	7.65	6.96	8.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62.11	51.25	57.45	33.68	46.25	37.23	4.21	2.50	5.32
Grade 4	48.51	53.19	53.16	47.52	36.17	40.51	3.96	10.64	6.33
Grade 5	58.02	58.59	63.37	36.64	35.35	33.66	5.34	6.06	2.97
All Grades	56.27	54.58	58.39	39.14	38.83	36.86	4.59	6.59	4.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	63.16	58.75	69.15	35.79	36.25	28.72	1.05	5.00	2.13
<b>Grade 4</b>	57.43	56.38	62.03	39.60	37.23	32.91	2.97	6.38	5.06
<b>Grade 5</b>	47.33	53.54	61.39	45.04	43.43	35.64	7.63	3.03	2.97
<b>All Grades</b>	55.05	56.04	64.23	40.67	39.19	32.48	4.28	4.76	3.28

**Conclusions based on this data:**

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 CAASPP. The conclusion comments below address the 2018-2019 results. Initial 2020-2021 site diagnostic results will guide the creation of SMART goals and other academic needs.
2. Last year, Sandra J. Gallardo Elementary School's overall Math achievement breakdown = 86% of standards exceeded / met (leaving 14% nearly met or not met) - this is an increase from 84% the previous school year. With support, the instruction and assessment overall was strong. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard and i-Ready). Last year's area of weakness was Problem Solving and Modeling/Data. Although Problem Solving and Modeling were the focus, concepts, procedures, and communicating reasoning will also be of focus for the 2020-2021 instructional year.
3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Sandra J. Gallardo Elementary School's focus and needs.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	1512.5	*	1473.5	*	1550.9	*	19	7
Grade 2	1537.6	*	1552.7	*	1522.2	*	15	9
Grade 3	*	1534.6	*	1536.2	*	1532.2	*	11
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	*
All Grades							57	41

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	68.42	*	*	*	*	*		*	19	*
2	73.33	*	*	*	*	*	*	*	15	*
3		54.55	*	27.27	*	9.09		9.09	*	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	68.42	36.59	22.81	48.78	*	9.76	*	4.88	57	41

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	68.42	*	*	*	*	*	*	*	19	*
2	80.00	*	*	*	*	*	*	*	15	*
3	*	63.64	*	18.18		9.09		9.09	*	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	75.44	46.34	*	39.02	*	9.76	*	4.88	57	41

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	78.95	*	*	*	*	*	19	*
2	86.67	*		*	*	*	15	*
3	*	54.55	*	27.27		18.18	*	11
All Grades	78.95	51.22	*	41.46	*	7.32	57	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	57.89	*	*	*	*	*	19	*
2	*	*	*	*		*	15	*
3	*	63.64		27.27		9.09	*	11
All Grades	70.18	39.02	22.81	51.22	*	9.76	57	41

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	78.95	*	*	*		*	19	*
2	73.33	*	*	*	*	*	15	*
3		27.27	*	54.55	*	18.18	*	11
All Grades	73.68	21.95	*	70.73	*	7.32	57	41

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	78.95	*	*	*		*	19	*
2	*	*	*	*		*	15	*
3		36.36	*	54.55	*	9.09	*	11
5	*	*	*	*	*	*	*	*
All Grades	66.67	41.46	28.07	51.22	*	7.32	57	41

#### Conclusions based on this data:

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 CAASPP. The conclusion comments below address the 2018-2019 results. Initial 2020-2021 site diagnostic results will guide the creation of SMART goals and other academic needs.
2. Students continue to Reclassify as Fluent English Proficient (RFEP) at Sandra J. Gallardo Elementary School in large percentages at Sandra J. Gallardo Elementary School.

3. Students with English as a Second Language, with a total number of 50, continue to grow at Sandra J. Gallardo Elementary School.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
459	5.9	8.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	8.9
Homeless	2	0.4
Socioeconomically Disadvantaged	27	5.9
Students with Disabilities	59	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
American Indian	1	0.2
Asian	160	34.9
Filipino	11	2.4
Hispanic	22	4.8
Two or More Races	31	6.8
White	230	50.1





### Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's student population is continuing to evolve. We have students who have gone through the foster system, changes in economic status or complicated home lives. Although our learning community is not as diverse as others are, we continue to focus on educating all students.
2. There are small percentages of EL (9.66%), homeless (0.2%), socioeconomically disadvantaged (7.4%) and students who have a disability (12.1%).
3. Sandra J. Gallardo Elementary School's Foster Youth and Homeless population is low. As a school community, our focus is on all supports that can be put in place to assist the students and families, with support from our District.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Blue	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators are in the Blue (highest) for both ELA and Math. This is due to the dedication and hard work of all staff members. This fall, although we will not have CAASPP data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.
2. Our attendance rate is consistently high, with an increase during last year. Continuous Positive Behavior Intervention Systems (PBIS) activities creating a positive and safe school environment will provide opportunities in maintaining our attendance results. Our suspension rate decreased, with 6 suspensions in 2018-2019, and 3 suspensions in 2019-2020. We will continue to focus on restorative practices, progressive discipline and integration of Positive Behavior Intervention Systems (PBIS) activities.
3. In 2020-2021, Sandra J. Gallardo Elementary School expect to maintain and/or improve our attendance rate (98%), while lowering our suspension rate.

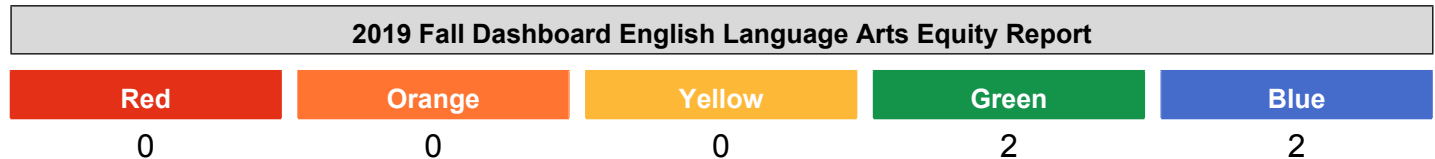
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 79.4 points above standard Maintained -0.5 points 267	<b>English Learners</b>  Green 56.8 points above standard Declined -7.2 points 36	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  No Performance Color 45.8 points above standard Maintained ++0.5 points 18	<b>Students with Disabilities</b>  Green 11.7 points above standard Declined -5.5 points 45

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 93.8 points above standard Maintained ++0.3 points 90	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  No Performance Color 69.7 points above standard Maintained ++2.9 points 11	<b>Two or More Races</b>  No Performance Color 105.5 points above standard Increased Significantly ++10.5 points 15	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 70.4 points above standard Maintained -1.9 points 139

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 1.5 points below standard 13	<b>Reclassified English Learners</b> 89.5 points above standard Increased ++6.5 points 23	<b>English Only</b> 76.1 points above standard Declined -3 points 198
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#### Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators are in the Blue (highest) for English Language Arts (ELA). This is due to the dedication and hard work of all staff members. This fall, although we will not have CAASPP data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.
2. Sandra J. Gallardo Elementary School maintained its growth from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Child By Name (ECBN) meetings, Systematic Instruction in Phoneme Awareness Phonics and Sight Words (SIPPS), i-Ready and District adopted curriculum to drive our focus and needs.
3. Sandra J. Gallardo Elementary School's staff will participate in District and site Professional Development (PD) and workshops.



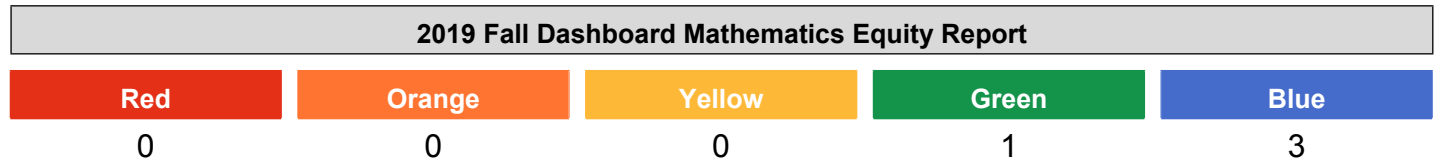
# School and Student Performance Data

## Academic Performance Mathematics






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 73.6 points above standard Increased ++11.7 points 267	<b>English Learners</b>  Blue 68.2 points above standard Increased ++5.3 points 36	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  No Performance Color 29 points above standard Increased ++3.9 points 18	<b>Students with Disabilities</b>  Green 20.4 points above standard Increased ++14.9 points 45

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 96.4 points above standard Increased ++10.1 points 90	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  No Performance Color 29.9 points above standard Declined -3.8 points 11	<b>Two or More Races</b>  No Performance Color 93.7 points above standard Increased Significantly ++20.3 points 15	<b>Pacific Islander</b>	<b>White</b>  Blue 61.2 points above standard Increased ++12.9 points 139

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 27.8 points above standard 13	<b>Reclassified English Learners</b> 90.8 points above standard Increased Significantly ++19.6 points 23	<b>English Only</b> 68 points above standard Increased ++10.9 points 198
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#### Conclusions based on this data:

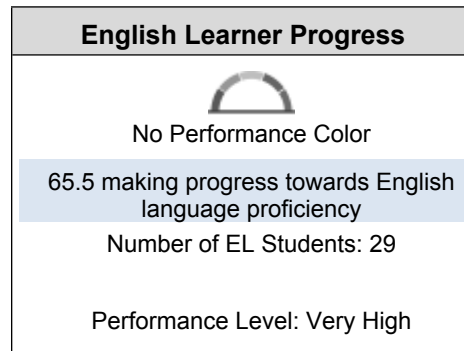
1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators are in the Blue (highest) for Math. This is due to the dedication and hard work of all staff members. This fall, although we will not have CAASPP testing data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.
2. Sandra J. Gallardo Elementary School increased by 2% in Math from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Child By Name (ECBN) meetings, i-Ready and District adopted curriculum to drive our focus and needs.
3. Sandra J. Gallardo Elementary School's students will participate in student interventions, STEM activities, as well as staff participation in District, County, and site professional developments and workshops.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	4	4	15

#### Conclusions based on this data:

1. Overall, Sandra J. Gallardo Elementary School's English Learner (EL) population is making progress. Strategic lesson planning and interventions, based on collected data, will continue to be our focus, including program monitoring and Bilingual Instructional Assistants (BIA) support. Our English Learner Advisory Committee (ELAC) committee will continue to increase parental partnerships with Sandra J. Gallardo Elementary School.
2. Professional Development through staff meetings related to English Learner (EL), specifically designated instruction, will continue.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	1	0	1	4

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Blue 1.7 Declined -0.6 478	<b>English Learners</b>  Green 1.6 Increased +1.6 63	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Socioeconomically Disadvantaged</b>  Orange 10.8 Increased +3.5 37	<b>Students with Disabilities</b>  Blue 1.4 Declined -1.2 72

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 1.8 Declined -1.7 171	<b>Filipino</b>  No Performance Color 0 11
<b>Hispanic</b>  No Performance Color 0 Maintained 0 24	<b>Two or More Races</b>  Blue 0 Declined -3.2 32	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Blue 1.7 Maintained -0.2 235

#### Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's goal is to continue implementing the Districts attendance data program, Attention to Attendance (A2A), to track students' attendance. As a site, we will provide information to families related to attendance and its importance, parental phone calls, face-to-face conversations, Positive Behavioral Interventions and Supports (PBIS) activities, creating a positive and safe school environment which will provide opportunities for students in maintaining/increasing his/her attendance. Prior to COVID-19 and school closure, our 2019-2020 attendance rate was 98.37%.
2. The Principal, office staff and teachers work together in identifying and monitoring chronic tardiness and absences. If needed, the principal will meet with parents to discuss ways the school can assist with the situation. If further assistance is needed, District personnel will intervene and offer support.

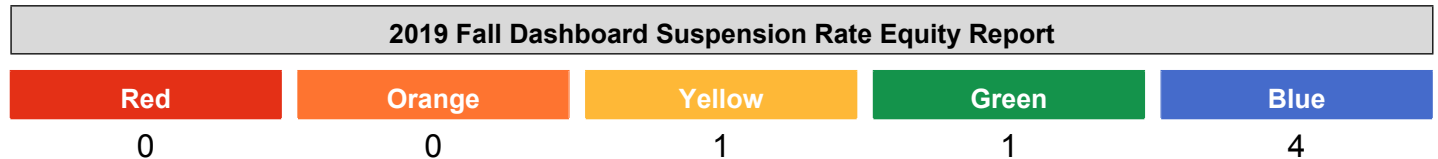
# School and Student Performance Data

## Conditions & Climate Suspension Rate

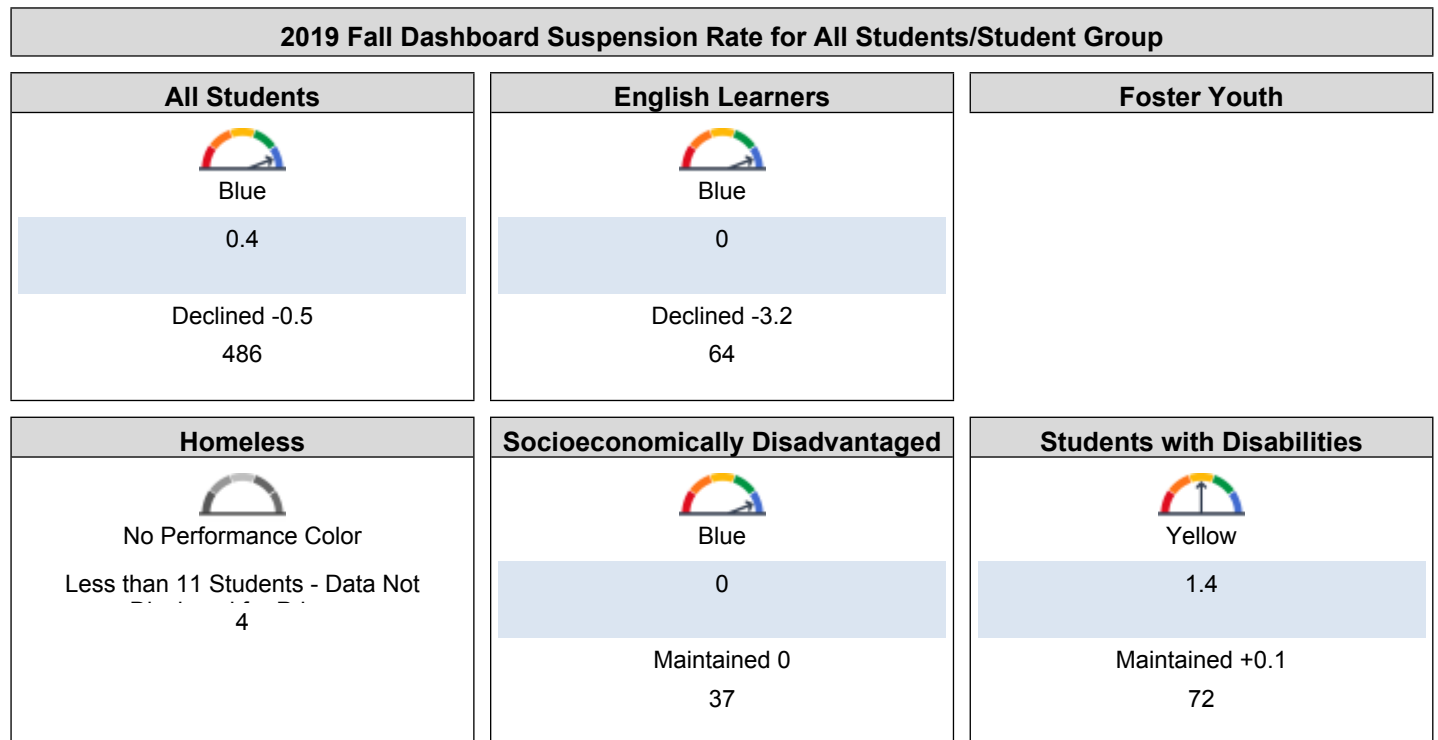
The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Declined Significantly -1.1 175	<b>Filipino</b>  No Performance Color 0 12
<b>Hispanic</b>  No Performance Color 0 Maintained 0 24	<b>Two or More Races</b>  Blue 0 Maintained 0 32	<b>Pacific Islander</b>	<b>White</b>  Green 0.8 Declined -0.3 238

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.4

#### Conclusions based on this data:

1. Our overall suspension rate decreased from (6) suspensions during the 2018-2019 school year, to (3) suspensions in 2019-2020. We will continue to monitor this data while providing support to all students.
2. The continued support of our Behavioral Leadership Team, progressive discipline practices, and the ongoing support of our Positive Behavioral Intervention and Supports (PBIS) continue to be successful. The team will work together by focusing on alternatives to suspensions and improving our existing practices, during the 2020-2021 school year.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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 will receive instruction from qualified teachers and staff, have access to the curriculum and receive a high quality education and opportunities to participate in enrichment activities.

## Identified Need

Increase instruction through access of high-quality teachers, curriculum, and a well-maintained facility.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Credential Audit	100% appropriately assigned and credentials	Ensure all certificated staff have appropriate credentials. Monitor teacher induction of Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year one and two, and the number of teachers completing program.
1.2 Williams Facility Audit	100% in good repair	100% of school in good or exemplary repair. Sandra J. Gallardo Elementary School will be a safe, functional and welcoming school environment.
1.3 Access to curriculum	Beginning of year / End-of-year	All materials will be ordered and delivered to classrooms.
1.3 Provide supplemental curriculum and online programs to meet diverse needs of students	100% compliance	Maintain 100% compliance when providing supplemental materials needed to support student achievement.
Written Worksite Specific Plan	100% compliance	Follow District guidelines on campus:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<ul style="list-style-type: none"> <li>• Provide Personal Protective Equipment (PPE)</li> <li>• Maintain social distancing</li> <li>• Air filtration</li> <li>• Campus cleaning (classrooms, restrooms, frequently touched areas)</li> <li>• Continuous safety trainings provided by District</li> </ul>

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Response to Intervention Workshop (RtI)

#### 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)

3,445

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Development of common assessments based on individual standard needs.

### Strategy/Activity 2

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

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

EL students

#### Strategy/Activity

Bilingual Instructional Assistants (BIA) support for English Learners (EL) students

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Assist teachers in EL student needs and access to core curriculum
	LCFF - Supplemental 3000-3999: Employee Benefits

**Strategy/Activity 3**

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

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

All students

**Strategy/Activity**

Provide Instructional Assistant (IA) training to support our fully included students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	2000-2999: Classified Personnel Salaries

**Strategy/Activity 4**

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

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

Tier 2 and 3 students

**Strategy/Activity**

Extended Day Interventions

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Summer School

	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers
	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide AR licenses for student learning
	General Fund 4000-4999: Books And Supplies Provide Lexia licenses for student learning

## Strategy/Activity 5

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

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

All

### Strategy/Activity

Professional Development for Common Core State Standards (CCSS)

### 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)

1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

All of Sandra J. Gallardo Elementary School teachers are credentialed and were evaluated on a regular basis. They were provided with feedback and support, as well as the necessary coaching to improve practices. Classroom visits, attendance of grade level Professional Learning Community (PLC) meetings, check-in with instructional and bilingual aides and assigned teachers, collaboration with Student Support Services site team, were ongoing. The implementation of curriculum and Bilingual Instructional Assistant (BIA) support assisted the learning needs at Sandra J. Gallardo Elementary School.

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

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. This had a significant effect on implementation and outcomes of some goals.

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.

Most of the strategies will be continued. Implementation will be modified to fit a Distance Learning model, where applicable.

# 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

Students will have access to curriculum, support and enrichment activities with the support of the Positive Behavioral Interventions and Support (PBIS) Team, including strategies to be used while in Distance Learning.

## Identified Need

Increase of parent, family and community partnerships to increase student engagement and coherence of school and home life (e.g. live Distance Learning training classes)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Daily Attendance Rates	2019-2020 Attendance: 98.37%	Maintain or Increase attendance to 98%. Decrease chronic absenteeism by 1%
2.4 Suspensions	2019-2020 Suspensions: 3 students	Decrease suspension rate. Monitor system and reports that track bullying incidents and create an annual survey regarding school safety and connectedness for parents, staff, and students.
2.4,5 Campus, Student and Parent Surveys	2019-2020 CHKS, Site and District surveys	Improve student connectedness and parent satisfaction
2.7 Print and digital communication	Increase weekly information and digital outreach through Blackboard Connect, PeachJar, Site web page, Parent Teacher Association (PTA) Facebook Page, Membership Tool Kit, and Site Marquee	Increase digital and prints communications and engagement, weekly and targeted by 1%.

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Positive Behavioral Interventions and Support (PBIS) monthly activities and assemblies (kindness rocks, gator statue, etc.), Atta Gator weekly awards, Positive Postcards, Buddy Bench, Lunch Bunch, Assemblies (Bulldogs Reaching Out, B Street Theater), District guided Kindness Week, Positive Behavioral Interventions and Support (PBIS) conferences, Swamp Supporters

#### 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)

4,500

##### Source(s)

Parent-Teacher Association (PTA)  
None Specified

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Parent engagement activities - Multicultural Night, Fine Arts Mini Experiences (FAME), ELA/Math Curriculum, Science, Technology, Engineering and Math (STEM) Night, Parent Teacher Association (PTA) Executive/General Meetings, etc.

#### 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)

Parent-Teacher Association (PTA)  
None Specified

### Strategy/Activity 3

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

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

All students



## Strategy/Activity

School communication and parental outreach

### 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)

3,000

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Parent Coordinator - LCAP (3.1, 3.2, 3.3)  
3.1 Increase family engagement and parent input and the utilization of volunteers.  
3.2 Increase two-way community partnerships that support student learning.  
3.3 Increase the efficiency, timeliness and accessibility of District communications

1,036

LCFF - Supplemental  
3000-3999: Employee Benefits

Parent-Teacher Association (PTA)  
None Specified

## Strategy/Activity 4

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

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

5th Grade students

## Strategy/Activity

PC Pals / Intel

### 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)

Donations  
None Specified

## Strategy/Activity 5

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

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

Students with excellent attendance, as well as students who are in need of attendance improvement/incentives

#### Strategy/Activity

Attendance awards, parent communication, School Attendance Review Board (SARB) 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)

Donations  
None Specified

#### Strategy/Activity 6

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

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

All students

#### Strategy/Activity

Student Council, Kids Can Food Drive, Pennies for Patients, Letters to military families, and other community projects.

#### 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 7

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

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

All students

#### Strategy/Activity

School and Teacher websites, Campus and PTA weekly bulletin notifications, PTA Website, PTA Facebook page, Membership Tool Kit

#### 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)

Parent-Teacher Association (PTA)  
None Specified

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Yard Supervision and Principal weekly check-ins and PBIS/SEL trainings to address progress and areas in need of improvement.

### 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)

Donations  
2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

To meet the goal of, "increase parent and student engagement and provide a safe, healthy, and positive learning environment," Sandra J. Gallardo Elementary School began the school year with our Positive Behavioral Intervention and Supports (PBIS) expectation rotation stations, the first two weeks of school. The staff was able to introduce and clearly define Sandra J. Gallardo Elementary School's rules and discipline procedures to all students. Our Special Friends program, provides emotional support to our students.

Due to COVID-19 and the closure of schools, adjustments were made to stay connected with staff, students and families. During Distance Learning, our staff worked tirelessly in making the situation positive.

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

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. This had a significant effect on implementation and outcomes of some goals.

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.

Most of the strategies will be continued. Implementation will be modified to fit a Distance Learning model, where applicable.

# 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 Technical Education (CTE), International Baccalaureate (IB), Advance Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses.

## Goal 3

Provide students with quality instruction and support through Professional Learning Communities (PLCs), Site and District Lead Teachers, Professional Developments.

## Identified Need

Integrate literacy and Math skills within all content areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.1 Professional Development	Minimum of two days offered through District Go Sign Me Up (GSMU). Sandra J. Gallardo Elementary School incorporates ongoing learning opportunities through weekly staff meetings, Professional Development, and minimum days.	One staff meeting per month is used to implement ELA, Math and all other campus needs. Implementation of PD days to develop state standards, Math, English Language Development (ELD) and Science.
3.2 EL instructional strategies	Guided Language Acquisition Design (GLAD) training and designated ELD Professional Development (District and Site)	Train all staff in research based EL strategies (i.e., ELA/ELD adoption, Guided Language Acquisition Design (GLAD), etc.)
3.3 Technology training (Google Docs, Sheets, Forms, Classroom)	Tech trainings (District and Site) offerings	(2) Tech Lead Teachers trained, to then train and support campus staff

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)

Tier 2 students

### Strategy/Activity

Extended Day Interventions

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental  
None Specified  
Summer School

LCFF - Supplemental  
None Specified  
Translation/Testing/Lead Teachers

LCFF - Supplemental  
4000-4999: Books And Supplies  
Chrome Books will be used for students in Math

### Strategy/Activity 2

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

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

All students

### Strategy/Activity

Instructional materials and lessons will be consistent with the written curriculum, standards, grade-level expectations and state standards as outlined in Common Core State Standards (CCSS).

#### 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)

General Fund  
4000-4999: Books And Supplies

### Strategy/Activity 3

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

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

All students

### Strategy/Activity

Provide supplementary funds for materials and/or equipment not only to teach concepts and meet assessed needs of all students, but also to enrich the program. These items may include but are

not limited to Math manipulatives, consumable workbooks, computer programs, media supplies and print shop materials.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies

#### **Strategy/Activity 4**

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

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

All students

Strategy/Activity

Provide funds for Professional Development and Professional Learning Community (PLC) collaboration, as needed, to implement a meaning-centered, thinking Math curriculum.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

General Fund  
0001-0999: Unrestricted: Locally Defined

#### **Strategy/Activity 5**

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

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

All students

Strategy/Activity

Provide field trips or other activities to enhance background experiences and promote learning (hands on, experiential and meaningful, tied to real world, multi-sensory).

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded

	5000-5999: Services And Other Operating Expenditures
	Parent-Teacher Association (PTA) None Specified

## Strategy/Activity 6

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

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

Tier 2 students

### Strategy/Activity

Provide additional programs and support to Long Term English Learners (LTELs) and high-need students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional and services during the school year as student academic needs are determined
	LCFF - Supplemental 3000-3999: Employee Benefits

## Strategy/Activity 7

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

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

All students

### Strategy/Activity

Provide students with the opportunity to construct their own mathematical understandings from open-ended instructional situations. Students are encouraged to explain their thinking orally, and in writing, thereby building their understanding of Mathematics, including Science, Technology, Engineering and Math (STEM) activities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Integrate Math problem-solving activities and Math applications into the classroom that can be carried over to other areas of the curriculum and real-life situations, including Mystery Science

Family Math Night and/or Science, Technology, Engineering and Math (STEM) Night will be provided to motivate and educate students on Math concepts.

Sandra J. Gallardo Elementary School will participate in the Mental Math Bowl to help enhance students' abilities to problem solve, as well as improving their skills in all the Mathematical strands. Gifted and Talented Education (GATE) and high achieving students may be provided support through Math extension activities and supplemental resources.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries
1,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide Math support for student learning
	1000-1999: Certificated Personnel Salaries Parent Involvement

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

Continue to integrate technology into the Math curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies

## **Strategy/Activity 10**

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

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

All students

Strategy/Activity

Provide parents with information about how they can best assist their children in meeting state standards for Math proficiency.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures

## **Strategy/Activity 11**

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

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

Tier 2 and 3 students

Strategy/Activity

Funds will be focused on intervention strategies (Tier II, Tier III) to ensure that all students achieve state grade level standards. These funds will include both materials and teacher salaries.

### **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)

18,422

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Offer more intervention programs  
Provide additional programs and support to high need students

	Provide additional interventions and services during the school year as student academic needs are determined
3,350	LCFF - Supplemental 3000-3999: Employee Benefits
1,000	Donations 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

All Sandra J. Gallardo Elementary School teachers were provided District and Site level Professional Development opportunities throughout the school year, including Benchmark, i-Ready, and other training outside the District. All students had access to District adopted curriculum that aligns with the Common Core State Standards with appropriate supplemental materials to address the needs of our English Language Learners (ELL), as well as having the support of (3) Bilingual Instructional Assistants. Teachers also participated in Every Child by Name (ECBN) meetings during the school year, and was an effective way to monitor student progress and needs.

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

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. This had a significant effect on implementation and outcomes of some goals.

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.

Most of the strategies will be continued. Implementation will be modified to fit a Distance Learning model, where applicable.

# 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

Students will meet or exceed District's targeted growth, using assessment results.

## Identified Need

There is a need for collaboration time and Professional Developments related to generating pre/post assessments for use when grouping students with homogeneous academic needs and designing targeted instruction through Multi-Tiered System of Supports (MTSS) rotations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.1, 2, 3, 4, 5 i-Ready assessment results	i-Ready Initial Diagnostic	Meet or exceed District target expectations
4.1, 2 CAASPP ELA and Math scores showing an increase in Met Achievement Standards	2018-2019 results: ELA-87% met or exceeded; Math-86% met or exceeded (No 2019-2020 CAASPP results due to COVID-19 school closure)	Maintain current ELA and Math growth or an overall increase of 3%
4.3 ELPAC scores show increased RFEP growth	2018-2019 results and information from Program Monitor. (22) students were RFEPed (No 2019-2020 ELPAC scores due to COVID-19 school closure)	Increase in RFEP reclassifications and growth in students who did not meet performance of Level 3.
4. 1, 2, 3, 4, 5 Classroom assessments	August, 2020-2021 assessments	A score of 75% or higher
4.1, 2, 3, 4, 5 SIPPS	August, 2020-2021 assessments	Progression and increase site and District target expectations.

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)

English Language (EL) students

### Strategy/Activity

Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences.

Monthly program evaluation and collaboration.

### 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)

7,974

228

3,629

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Instructional aides for direct student support and intervention

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Program monitoring & collaboration

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 2

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

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

Tier 2 and 3 students

### Strategy/Activity

Multi-Tiered System of Supports (MTSS) grouping, achievement increased by push-in, pullout interventions. Interventions that address the needs of students that are at risk of not meeting grade level standards or are below the proficiency level in achievement may be provided during the school day or after school. Materials used shall be research-based in order to supplement student learning. Appropriate intervention materials may be purchased to support interventions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	LCFF - Supplemental 4000-4999: Books And Supplies Chrome Books will be used for students in ELA
5,200	Parent-Teacher Association (PTA)  Provide AR licenses for student learning
	General Fund 4000-4999: Books And Supplies Provide Lexia Core 5 licenses for student learning

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities

#### 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)
709	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Student scholarships for instructional activities

### Strategy/Activity 4

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

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

Tier 2 and 3 students

#### Strategy/Activity

Provide opportunities for specifically identified students to utilize FLEX Literacy (reading/comprehension) program

#### 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

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Every Child By Name (ECBN) conferences

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

 LCFF - Supplemental  
 1000-1999: Certificated Personnel Salaries
**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Ongoing Professional Development at Professional Learning Community (PLC) and staff 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)

 District Funded  
 None Specified  
 Professional Development
**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Activities and services will be provided for all students to succeed in the core curriculum as defined by Common Core State Standards (CCSS).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
General Fund

### **Strategy/Activity 8**

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

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

All students

Strategy/Activity

Improvement in overall reading and comprehension is a priority. Funds for substitute teachers to allow classroom teachers to participate in trainings and grade level collaboration. Appropriate materials may be purchased to support writing programs, handwriting instruction, vocabulary development, fluency development, comprehension development or other materials necessary for the display or organization of student work to support student improvement.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating  
Expenditures  
General Fund

### **Strategy/Activity 9**

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

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

All students

Strategy/Activity

Technology is used in the ELA and Math curriculum. Examples may include: Google Classroom, All the Right Type (online keyboarding), PowerPoint, iReady, research and report writing, word processing and Read Naturally.

### **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)

None Specified  
4000-4999: Books And Supplies  
Chrome Books

**Strategy/Activity 10**

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

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

All students

Strategy/Activity

Students will participate in activities, which will focus on written and oral communication, such as Accelerated Reader, Lexia Core 5, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Student Council. This may include funds for supplies to support these programs.

**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 11**

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

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

All students

Strategy/Activity

Supplemental materials and/or equipment will be provided to meet the needs of all students and enrich the core program. These items may include but are not limited to computer accessories, literature books, DVDs, laminating film, copier supplies, visual displays, subscriptions, print shop materials, and digital and multimedia resources/accessories

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
General Fund

**Strategy/Activity 12**

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

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

Gifted and Talented Education (GATE) identified students

**Strategy/Activity**

Provide opportunities for enrichment for students who are exceeding grade level standards on standardized assessments, or are identified as Gifted and Talented Education.(GATE).

**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)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries  
Professional Development

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Assemblies, field trips and other school-wide activities may be provided to enhance learning experiences to support curriculum

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Donations

## Annual Review

**SPSA Year Reviewed: 2019-20**

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.

This goal was monitored for success using the above-mentioned assessments. Collaboration time to disaggregate data, Multi-Tiered System of Support (MTSS), shared learning around Response to Intervention (RtI) implementation, grade level Professional Learning Community (PLC) meetings, and scheduled Every Child By Name (ECBN) meetings, assisted in monitoring student growth and progress.

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

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. This had a significant effect on implementation and outcomes of some goals.

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.

Most of the strategies will be continued. Implementation will be modified to fit a Distance Learning model, where applicable.

# 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	\$57,493.00

## 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 (\$)
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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 (\$)
Donations	\$1,000.00
LCFF - Supplemental	\$45,793.00
Parent-Teacher Association (PTA)	\$10,700.00

Subtotal of state or local funds included for this school: \$57,493.00

Total of federal, state, and/or local funds for this school: \$57,493.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Patricia Graham	Principal
Christina Cook	Classroom Teacher
Jeanne Cramer	Classroom Teacher
Jean Ferrario	Classroom Teacher
Dinah Bustamante	Parent or Community Member
Michelle Clayton	Parent or Community Member
Malathy Jaganathan	Parent or Community Member
Maria Kurlinski	Parent or Community Member
Shauna Ross	Parent or Community Member
Silia Blount (non-voting)	Other School Staff 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
Patricia Graham	Principal
Christina Cook	Classroom Teacher
Malathy Jaganathan	Parent or Community Member

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

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 September 1, 2020.

Attested:



Principal, Patricia Graham on September 1, 2020



SSC Chairperson, Shauna Ross on September 2, 2020

# **Sandra J. Gallardo Elementary**

**SSC/ELAC Meeting  
Tuesday, September 1, 2020  
3:00 pm – Virtual (Zoom)**

**Join Zoom Meeting**

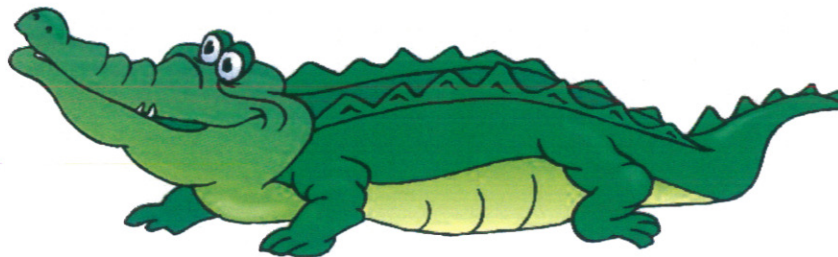
<https://us02web.zoom.us/j/89252713585?pwd=YXlHRk9jcjl0TlVleUQvNFFrOG1QQT09>

**Meeting ID: 892 5271 3585**

**Passcode: Zufx5K**

## **Agenda**

- ✓ **Approval of Minutes (8/25/20)**
- ✓ **View & Approve 2020-21 Site Plan**
- ✓ **Learning Community Plan**
- ✓ **Written Worksite School Plan**





## Sandra J Gallardo Elementary

Site Council Meeting/ELAC Sign in Sheet

September 1, 2020

3:00 pm - Virtual (Zoom)



Patricia Graham	Present
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Christina Cook	Present
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Jeanne Cramer	Present
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Jean Ferrario	Present
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Dinah Bustamante	Present
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Michelle Clayton	Present
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Malathy Jaganathan	Present
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Shauna Ross	Present
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Silia Blount	(non-voting)	Present
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# Sandra J. Gallardo Elementary School Site Council

**Date:** Tuesday, September 1, 2020

**Time:** 3:00p.m.

**Location:** Virtual (Zoom)

<b>Present:</b>	Pat Graham	Jeanne Cramer	Jean Ferrario	Dinah Bustamante
	Malathy Jaganathan	Michelle Clayton	Shauna Ross	
	Silia Blount	Christina Cook	Maria Kurlinski	

**Not Present:** All Present

Meeting called to order at 3:03 p.m.

**Approval of Minutes:** The minutes from the August 25, 2020, Site Council and ELAC meeting were approved as presented.

**Site Plan:** Mrs. Graham shared changes and updates made to the Site Plan, including adding Gallardo's Written Worksite Specific Plan to the Site Plan.

**Approval of Site Plan:** Shauna Ross moved to approve the Site Plan as amended. Motion was seconded by Maria Kurlinski and approved by the committee.

**Learning Continuity and Attendance Plan (LCP):** The video was observed by all members. Members received the survey information via email, to be completed no later than September 9, 2020.

**Written Worksite Specific Plan:** Pat Graham shared Gallardo's plan with all members, including its purpose and details. Pictures of Gallardo's WWSP campus implementation were viewed by members.

**Proposed meeting date:** The next SSC/ELAC meeting will be determined as more information is received on the state of our current school year and Distance Learning.

Meeting adjourned at 3:43 p.m.