School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Charles Helmers Elementary School
Address	27300 North Grandview Dr. Valencia, CA 91354
County-District-School (CDS) Code	19649986106876
Principal	Cory Pak
District Name	Saugus Union Elementary School District
SPSA Revision Date	April 9,2019
Schoolsite Council (SSC) Approval Date	April 9, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Charles Helmers is recognized as a California Gold Ribbon school and five time California Distinguished School, with happy, highly engaged students, committed staff and leadership, and dedicated parents. In our quest for student success, the Helmers family empowers students, staff, and parents to educate children to become responsible "twenty first century" citizens. This mission statement is the foundation on which Helmers is committed to fostering high expectations , academic excellence, and pride. Helmers Elementary School is committed to the development of lifelong learners, decision makers, and persons of character.

School Profile

Charles Helmers School was established in October 1990 in a community called Northbridge. Enrollment is currently over 675 students in grades TK-6. Demographics are as follows: 18% Hispanic, 10% Asian, 3% Black or African American, and 62% White. Helmers is home to thirteen different ethnic groups. Helmers has 30 teachers, 2 Administrators, and 40 support staff. The school's focus is in the area of the Arts. There are two computer labs as well as a school wide arts program that partners with the LA Opera and Santa Clarita Performing Arts Center. Helmers has an active PTA membership and parents have made a commitment to volunteer in classrooms on a regular basis. PTA funds the CHORDS music program, School Wide Visual Arts program, FIT Team running program, and grade level field trips among many other programs. After school enrichment classes offered include: orchestra, theater, and various other classes to stimulate children's learning. Helmers' Child Development program includes before and after school care and a Fun for Fours Preschool program. Helmers has been recognized as a California Gold Ribbon School (2016), a California Distinguished School 5 times (1993, 2000, 2004, 2008, and 2014) as well as a National Blue Ribbon School in 2005. Our mission statement expresses our intent: Helmers Elementary School is committed to the development of a strong community of lifelong learners, decision makers, and persons of character.

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

Staff - At staff meetings and Collaborative Instruction Planning meeting, grade levels collaborated to give input for goals and actions related to the SPSA.
Parent Groups - At ELAC and Site Council meetings, parents reviewed the SPSA goals and the budget and shared their input with the administrators and teachers.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.1%	0.14%		1	1
African American	3.7%	3.6%	2.90%	27	26	21
Asian	10.1%	9.4%	10.24%	74	69	74
Filipino	6.0%	5.5%	4.15%	44	40	30
Hispanic/Latino	14.6%	14.9%	17.98%	107	109	130
Pacific Islander	%	0.1%	0.55%		1	4
White	65.0%	64.3%	61.83%	475	470	447
Multiple/No Response	0.1%	1.5%	1.11%	1	11	8
			Total Enrollment	731	731	723

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	128	110	121
Grade 1	89	109	89
Grade 2	92	86	115
Grade3	86	105	85
Grade 4	104	90	111
Grade 5	129	106	89
Grade 6	103	125	113
Total Enrollment	731	731	723

Conclusions based on this data:

1. Helmer's student enrollment has remained constant over the past three years.

2. Hispanic/Latino population has increased by 3.4%, and white population has decreased by 3.1% from 2015-16 to 2017-2018 school year.

3. The subgroups over 10% of the school's enrollment in 2017-2018 include White (61.8%), Hispanic/Latino (18%), and Asian (10.2%).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	62	52	51	8.5%	7.1%	7.1%
Fluent English Proficient	16	30	39	2.2%	4.1%	5.4%
Reclassified Fluent English Proficient	2	22	13	3.5%	35.5%	25.0%

Conclusions based on this data:

1. Helmers' EL student enrollment has remained constant over the past three years.

2. Helmers' Fluent English Proficient (iFEP) increased by 145%.

3. Helmers' RFEP data are inconsistent over the past three years. We are averaging 12-13 students of RFEP students each year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	105	85	90	102	79	90	102	79	96.8	97.1	92.9
Grade 4	107	86	108	107	83	105	107	83	105	100	96.5	97.2
Grade 5	130	105	85	129	105	83	129	105	83	99.2	100	97.6
Grade 6	103	127	113	102	127	113	102	127	113	99	100	100
All Grades	433	423	391	428	417	380	428	417	380	98.8	98.6	97.2

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2451.	2447.	2453.	29	33.33	41.77	31	21.57	20.25	23	27.45	21.52	17	17.65	16.46
Grade 4	2516.	2502.	2524.	44	33.73	46.67	33	34.94	33.33	16	13.25	7.62	7	18.07	12.38
Grade 5	2544.	2540.	2558.	34	34.29	45.78	40	40.95	27.71	14	13.33	18.07	12	11.43	8.43
Grade 6	2586.	2580.	2573.	32	33.07	31.86	45	44.88	39.82	21	14.17	21.24	2	7.87	7.08
All Grades	N/A	N/A	N/A	35	33.57	41.05	38	36.21	31.32	18	17.03	16.84	9	13.19	10.79

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	34.31	44.30	41	46.08	37.97	21	19.61	17.72
Grade 4	44	37.35	52.38	45	49.40	37.14	11	13.25	10.48
Grade 5	39	40.95	53.01	45	46.67	40.96	16	12.38	6.02
Grade 6	32	40.94	42.48	56	51.18	46.02	12	7.87	11.50
All Grades	38	38.61	47.89	47	48.44	40.79	15	12.95	11.32

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	27.45	29.11	57	49.02	49.37	21	23.53	21.52
Grade 4	32	40.96	39.05	62	44.58	45.71	7	14.46	15.24
Grade 5	47	42.86	55.42	40	44.76	28.92	13	12.38	15.66
Grade 6	46	45.67	45.13	49	42.52	44.25	5	11.81	10.62
All Grades	38	39.57	42.37	51	45.08	42.37	11	15.35	15.26

Listing Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	26	28.43	37.97	62	59.80	50.63	12	11.76	11.39
Grade 4	27	27.71	33.33	68	55.42	63.81	5	16.87	2.86
Grade 5	29	23.81	30.12	61	68.57	63.86	10	7.62	6.02
Grade 6	21	22.83	24.78	76	70.08	68.14	3	7.09	7.08
All Grades	26	25.42	31.05	67	64.27	62.37	7	10.31	6.58

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	27	29.41	39.24	58	55.88	45.57	16	14.71	15.19
Grade 4	40	33.73	48.57	56	54.22	44.76	4	12.05	6.67
Grade 5	41	41.90	39.76	50	45.71	51.81	9	12.38	8.43
Grade 6	55	46.46	46.02	42	43.31	44.25	3	10.24	9.73
All Grades	41	38.61	43.95	51	49.16	46.32	8	12.23	9.74

Conclusions based on this data:

1. 72.3% of students met or exceeded ELA on 2017-18 CAASPP results, which is an increase of 2.5% from 2016-2017 school year.

2. Writing has the highest percentage of students achieving below standard in 17-18 for grades 3-5.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	105	85	90	102	79	90	102	79	96.8	97.1	92.9
Grade 4	107	86	108	107	83	105	107	83	105	100	96.5	97.2
Grade 5	130	105	85	129	105	83	129	105	83	99.2	100	97.6
Grade 6	103	127	113	102	127	113	102	127	113	99	100	100
All Grades	433	423	391	428	417	380	428	417	380	98.8	98.6	97.2

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2442.	2437.	2443.	20	20.59	15.19	40	30.39	44.30	23	25.49	25.32	17	23.53	15.19
Grade 4	2492.	2500.	2501.	21	28.92	25.71	30	32.53	32.38	39	30.12	33.33	9	8.43	8.57
Grade 5	2518.	2509.	2534.	19	20.95	30.12	28	20.00	31.33	34	34.29	19.28	19	24.76	19.28
Grade 6	2580.	2579.	2570.	41	37.01	38.05	25	32.28	27.43	27	22.83	22.12	6	7.87	12.39
All Grades	N/A	N/A	N/A	25	27.34	28.16	30	28.78	33.16	32	27.82	25.26	13	16.07	13.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	30.39	34.18	42	37.25	44.30	23	32.35	21.52
Grade 4	32	39.76	40.00	40	36.14	42.86	28	24.10	17.14
Grade 5	28	23.81	39.76	44	36.19	34.94	28	40.00	25.30
Grade 6	51	47.24	46.02	32	37.80	38.94	17	14.96	15.04
All Grades	36	35.73	40.53	40	36.93	40.26	24	27.34	19.21

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	35.29	27.85	50	46.08	56.96	20	18.63	15.19
Grade 4	31	36.14	32.38	50	51.81	54.29	19	12.05	13.33
Grade 5	27	20.00	33.73	48	55.24	48.19	25	24.76	18.07
Grade 6	43	40.16	40.71	43	48.82	43.36	14	11.02	15.93
All Grades	32	33.09	34.21	48	50.36	50.26	20	16.55	15.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	30	27.45	25.32	56	50.98	58.23	14	21.57	16.46
Grade 4	30	33.73	31.43	54	46.99	47.62	16	19.28	20.95
Grade 5	19	25.71	28.92	57	47.62	46.99	23	26.67	24.10
Grade 6	29	39.37	33.63	55	44.88	46.02	16	15.75	20.35
All Grades	27	31.89	30.26	56	47.48	49.21	18	20.62	20.53

Conclusions based on this data:

1. 61.3% of students met or exceeded ELA on 2017-18 CAASPP results, which is an increase of 5.2% from 2016-2017 school year.

2. Concepts and Procedures and Communicating Reasoning had higher percentage of students scoring below standards at 19.21% and 20.53% respectively.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1452.6	1453.2	1451.1	14
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				41

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	14
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*							*
All Grades	27	65.85	*	*	*	*	*	*	41

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	14
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*					*	*	*
Grade 5	*	*							*
All Grades	30	73.17	*	*	*	*	*	*	41

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	14
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*							*
All Grades	22	53.66	*	*	*	*	*	*	41

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	31	75.61	*	*	*	*	41

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
All Grades	28	68.29	*	*	*	*	41

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
All Grades	23	56.10	13	31.71	*	*	41

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	78.57	*	*	*	*	14
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*					*
All Grades	25	60.98	12	29.27	*	*	41

Conclusions based on this data:

1. This is the baseline data and comparison will be made after this year's data.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
723	**14.7%**	**7.1%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	7.1%
Foster Youth	2	0.3%
Homeless	2	0.3%
Socioeconomically Disadvantaged	106	14.7%
Students with Disabilities	83	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	2.9%
American Indian	1	0.1%
Asian	74	10.2%
Filipino	30	4.1%
Hispanic	130	18.0%
Two or More Races	8	1.1%
Pacific Islander	4	0.6%
White	447	61.8%

Conclusions based on this data:

1. 14.7% of total enrollment are socioeconomically disadvantaged.

2. 7.1% of total enrollment are English learners.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Helmers' overall ELA Academic Performance on the CA Dashboard is Green.

2. Helmers' overall Math Academic Performance on the CA Dashboard is Green.

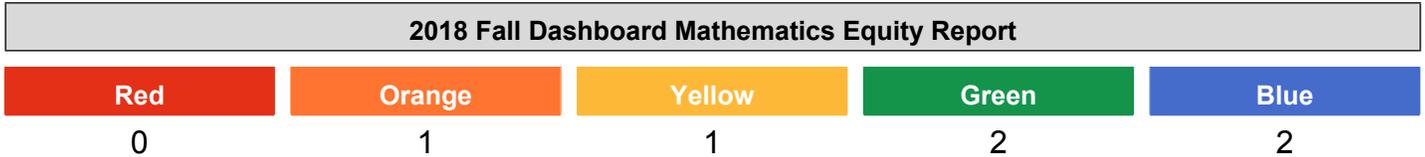**3.** Helmers' overall Chronic Absenteeism on the CA Dashboard is Green.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	4

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
44.8 points above standard	37 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 9.5 points	Increased 16.9 points	1 students
376 students	46 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.4 points below standard	49.7 points below standard
1 students	Increased 17.5 points	Maintained -2.4 points
	49 students	54 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
38.6 points above standard	0 Students	63.9 points above standard	46 points above standard
Increased 26.6 points		Maintained -2.5 points	Increased 9.6 points
12 students		42 students	19 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
21.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	46.4 points above standard
Increased 25.1 points	2 students		Increased 6.9 points
56 students			242 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
26.5 points below standard	56.7 points above standard	45 points above standard
Increased 51.1 points	Maintained 0.3 points	Increased 7.9 points
11 students	35 students	324 students

Conclusions based on this data:

1. Helmers' performance level fell within Blue in four groups (English Learners, Asian, Hispanic, and White) in ELA CA Dashboard.

2. Helmers' performance level fell within Yellow in Socioeconomically Disadvantaged in ELA CA Dashboard.

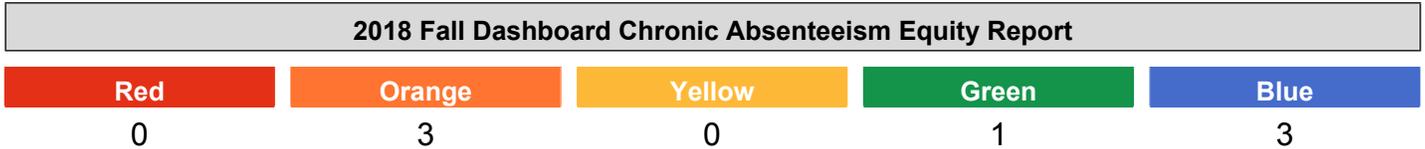3. Helmers' performance level fell within Orange in Students with Disabilities in ELA CA Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	2

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
13.7 points above standard	12.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.5 points	Increased 19.8 points	1 students
376 students	46 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	40.3 points below standard	72.1 points below standard
1 students	Increased 15.5 points	Declined -4.7 points
	49 students	54 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
10.7 points below standard	0 Students	46.3 points above standard	12.4 points above standard
Declined -4.4 points		Maintained 0.9 points	Increased 14.1 points
12 students		42 students	19 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	14 points above standard
Increased	2 students		Increased 3.3 points
16.4 points			
56 students			242 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
30 points below standard	24.5 points above standard	13.3 points above standard
Increased	Increased 7.6 points	Increased 3.2 points
44.3 points		
11 students	35 students	324 students

Conclusions based on this data:

1. Helmers' performance level fell within Blue or Green in four groups (English Learners, Asian, Hispanic, and White) in Math CA Dashboard.

2. Helmers' performance level fell within Yellow in Socioeconomically Disadvantaged in Math CA Dashboard.

3. Helmers' performance level fell within Orange in Students with Disabilities in Math CA Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
41	65.9%	22%	4.9%	7.3%

Conclusions based on this data:

1. 65.9% of EL students scored on the level 4 (Well Developed) on the new English Language Proficiency Assessments for California (ELPAC) assessment.

2. 22% of EL students scored on the level 3 (Moderately Developed) on the new English Language Proficiency Assessments for California (ELPAC) assessment.

3. 12.2% of EL students scored on the level 1 or 2 (Beginning or Somewhat Developed) on the new English Language Proficiency Assessments for California (ELPAC) assessment.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	1	3

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
5% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Maintained 0%	
740 students	52 students	3 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	10.4% chronically absent	12.9% chronically absent
	Increased 2.3%	Increased 0.8%
2 students	115 students	101 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
4.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	0% chronically absent
Increased 0.8%	1 students	Maintained 0%	Declined 2.4%
22 students		75 students	33 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Orange
5.9% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.2% chronically absent
Declined 1.1%	Maintained 0%	1 students	Increased 1.3%
119 students	18 students		471 students

Conclusions based on this data:

1. Helmers' Chronic Absenteeism fell within Blue or Green in four groups (English Learners, Asian, Filipino, and Hispanic) in CA Dashboard.

2. Helmers' Chronic Absenteeism fell within Orange in three groups (Socioeconomically Disadvantaged, Students with Disabilities, and White) in CA Dashboard.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	6
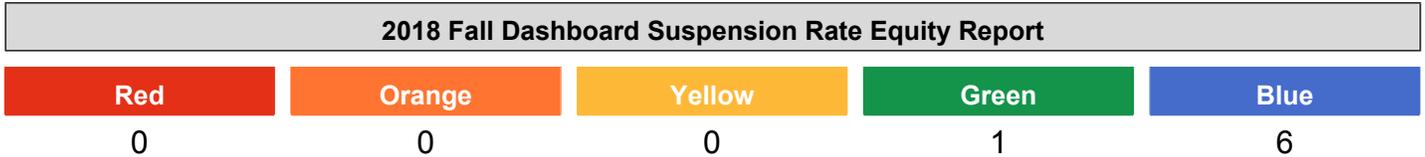
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.1% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1%	Maintained 0%	3 students
744 students	53 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	1% suspended at least once
2 students	Declined -1.4%	Declined -0.7%
	116 students	102 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Maintained 0%		Maintained 0%	Maintained 0%
22 students		75 students	33 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data 1 students	0.2% suspended at least once
Declined -0.8%	Maintained 0%		Maintained 0%
121 students	18 students		473 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0.3% suspended at least once	0.1% suspended at least once

Conclusions based on this data:

1. Helmers' Suspension Rate fell within Blue or Green in all sub groups in CA Dashboard.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Increase student achievement in:
1. English Language Arts and Math
* ELA
Goal: Improve the overall CAASPP score by 2% to 74.3% as measured by 2018-2019 data.

* Math
Goal: Improve the overall CAASPP score by 2% to 63.3% as measured by 2018-2019 data.

2. English Language Development
Goal: RFEP: Maintain 25-30% of English Language Learners to reclassify from LEP to RFEP.

3. Science
Goal: All teachers will begin to implement NGSS aligned standards. Teachers will participate in the NGSS professional development training. Baseline assessment year for CAST is 2018-2019 School Year.

4. Physical Fitness
Goal: Continue to provide 200 minutes of P.E. instruction every 10 days and purchase P.E. equipment and curriculum as needed.

5. Visual And Performing Arts (VAPA)
Goal: All students will continue to receive increased arts instruction. Teachers to participate in district VAPA professional development opportunities.

6. Technology
Goal: 100% participation in district typing program (grades 1-6); Accelerated Reading Program (grades 1-6); Integrate technology in lessons, activities, and assignments.

7. Social Studies
Goal: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores. All teachers will have access to California Streaming (CalSnap).

8. Students with Special Needs
Goal: Students will meet the annual IEP goals as measured by teacher/publisher assessments and observations.

9. Gifted And Talented Education Education (GATE) Students
Goal: Provide Universal GATE screening for all 3rd graders and other students by parent/teacher request. Parent surveys will demonstrate an 80% satisfaction with the level of differentiated instruction the students receive.

10. RTI and Support for Unduplicated Count Students.
Goal: Provide RTI and support for unduplicated count students who performed near or below standards as measured by CAASPP.

LCAP Goal

Increase Student Achievement

Basis for this Goal

1. English Language Arts and Math
* ELA CAASPP:
Results: 2016-2017 - 70% Exceeded or Met standard
2017-2018 - 72% Exceeded or Met standard

* Math CAASPP:
2016-2017 = 57% Exceeded or Met standard
2017-2018 = 61% Exceeded or Met standard

2. English Language Development
* All Initial and current English Language Learners will be assessed using the ELPAC test.
* ELPAC for CA Results:
2018: Level 4 (Well Developed) = 65.9%, Level 3 (Moderately Developed) = 22%, Level 2 (Somewhat Developed) = 4.9%, Level 1 (Beginning Stage) = 7.3%

* All English Language Learners will be assessed using the ADEPT test two times per year

3. Science
* All students in grade 5 will be assessed using the CAST (baseline: 2018-2019)
* Publisher and teacher made science assessments

4. Physical Fitness
* All students in grade 5 will be assessed using the state physical fitness test (Fitness Gram).
* 200 minutes of physical education every 10 days.

5. Visual And Performing Arts (VAPA)
* Continue to provide Kennedy Arts Center designed lessons to students.
* All students will participate in school's Chords Program.

6. Technology
* Participation in district typing program and Accelerated Reader Program.

7. Social Studies
* Publisher and teacher made assessments.

8. Special Education Students
* Progress reports/IEP meetings reflecting the IEP goals

9. Gifted And Talented Education Education (GATE) Students
* Student work samples (i.e. portfolios) and teacher lessons

10. RTI and Support for Unduplicated Count Students.
* CAASPP
* Publisher and teacher made assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	2017-2018 = 72% Exceeded or Met standard	Increase by 2% to 74% Exceeded or Met
CAASPP Math	2017-2018 = 61% Exceeded or Met standard	Increase by 2% to 63% Exceeded or Met
ELD Reclassification Rate	2017-2018 = 25%	Maintain 25-30% Reclassification Rate

Planned Strategies/Activities

Strategy/Activity 1

English Language Arts (ELA) & Math

Continue implementation of California Common Core Standards

Conduct one Learning Walk/teacher

Collaborative Instructional Planning (CIP)
* Plan California Common Core State Standards
(CCSS) Lessons
* Design Lessons to promote higher DOK
* Design activities that include rigor and complexity
* Develop common assessments within grade level
* Analyze assessment data

Other Strategies:
* Utilize IABs to support students in:
* Subject matter content presented in the CAASPP format
* Testing strategies
* Testing structures (i.e. using embedded accommodations)

* Clearly defined steps for guided and independent practice for Procedural Lessons
* Use of manipulatives, graphic organizers, and anchor charts to support student learning (Declarative Lessons)
* Use of technology (Flat Panels, document cameras, etc.) to promote student engagement and interaction
* Depth and Complexity Icons
* Differentiated instruction
* Standards based units of study

Assessments:
* Pre and post test using:
* District Benchmarks
* Teacher created assessments
* Publisher created assessments
* IABs
* Accelerated Reader quizzes
* Common grade level performance-based assessments

RTI:
* Small group targeted intervention
* Purchase materials and supplies to support intervention focus
* Purchase technology for targeted intervention
* Support from Instructional Assistant to bridge achievement gap
* Extra Duty Extra Pay (Teachers)

Other:
* BrainPop
* Mystery Science
* Moby Max
* Read Naturally
* Library (Schedule)
* Computer lab (Schedule)

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,400
Source	Per Pupil
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Per Student Enrollment funds used for substitutes for general education teachers to attend IEP meetings, Student Study Teams, 504 meetings and Professional Planning conference, and other meetings as needed.

Amount	8,400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supplemental funds will be used to provide two instructional assistants to provide RTI intervention for Gr.TK - 3 grade students as identified by teachers. 3.5 hours/day for 4 days/week for 15 weeks.

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Supplemental funds will be used to provide two RTI grade level planning time for each teacher in grades 4-6.

Amount	3,150
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Up to 3 hours of extra duty/extra pay for each teacher for instructional planning, lesson designing and assessment analysis.

Amount	8,000
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Full Day Kindergarten funding ($2,000 per class) will be used to provide instructional assistant support for kindergarten students.

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute for site Learning Walk. 1/2 day sub for each teacher.

Amount	39,250
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Instruction supplies, copier/printer lease charge and copy costs and other supplies as needed.

Strategy/Activity 2

English Language Development (ELD)

English Language Development

Instruction
* Provide systematic ELD lessons for all ELs during school-wide, 30-minute block
* Post learning objective for students during lessons
* Balance students in classrooms by EL levels
* Collaborate with other grade levels to analyze data and plan instruction
* Use EL Achieve materials for Designated and Integrated EL Instruction
* Use ELD standards to plan instruction
* Incorporate research based strategies that support EL learners (i.e. modeling, SDAIE techniques, total-physical response, graphic organizers, front-loading)
* Use sentence frames, visual aides, and realia
* Provide authentic speaking opportunities
* Utilize Constructing Meaning strategies
* Extended School Year opportunity for those who receive a 1 or 2 on the ELPAC Summative

Professional Development
* Use District ELD Coaches and ELD TOSA for professional development.
* Train staff on Constructing Meaning strategies

Instructional Assistant
* Provide small group support (RTI)

Assessments to Monitor Progress
* CAASPP (ELA results)
* ADEPT
* ELPAC
* Teacher created assessments
* EL Achieve assessments to modify instruction as needed

Purchase Materials and Supplies
* Systematic ELD kits and other resources to support EL learners
* Translators as needed
* Library books to support ELD

Improve Parent Participation
* Conduct regular ELAC meetings
* Provide dates of DELAC meetings
* Include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources.)
* Invite PTA representative to discuss school activities
* Offer babysitting during meetings
* Provide translation at meetings
* Provide snacks for parents and children
* Provide overview of community and school resources
* Public library cards
* After school enrichment

Students to be Served by this Strategy/Activity

ELD students in grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	382
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELAC meeting supplies

Amount	2,300
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supplemental funds will be used to provide teachers release time to conduct ELPAC testing and ADEPT testing.

Strategy/Activity 3

Science

Next Generation Science Standards (NGSS)
* Continue Mystery Science as a supplement to NGSS standards.
* Consider purchasing STEMscpoes, provide staff development and purchase supplemental materials to support the implementation of the NGSS standards.

Professional Development
* District professional development (NGSS Steering Committee and Coaches)
* NGSS implementation (Using the 5E model)
* Release time and Extra Duty/Extra Pay
* CAST Workshops/webinars

Collaborative Instructional Planning (CIP)
* Plan NGSS lessons (Using the 5E model)
* Design lessons to promote higher DOL levels
* Develop pacing guide

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, and classified staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	District will begin the process to adopt the state-approved NGSS instructional materials.

Strategy/Activity 4

Physical Education

* 200 minutes/10 days
* SPARK curriculum
* Go Noodle
* FIT Team

Equipment
* Purchase new equipment that aligns with SPARK curriculum
* Purchase replacement equipment

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, and classified staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PE TOSA to assist and support the PE equipment inventory and purchase.

Strategy/Activity 5

Visual and Performing Arts (VAPA)

* Administrators and teachers to establish specific grade level activities for the CHORDS Program
* Kennedy Arts Integration Training
* Art lessons provided by Susan Blake
* Kennedy-trained teachers/Art TOSAs provide professional development for interested teachers for integrating arts in the classroom
* Purchase necessary materials to support the VAPA standards and lessons.
* Collaboration and partnership with LA Opera and COC Performing Arts Center.

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, PTA

Proposed Expenditures for this Strategy/Activity

Source	Parent-Teacher Association (PTA)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	PTA funds to provide CHORDS Programs for all students TK-6, school-wide Arts program with Susan Blake, and various educational field trips and assemblies.

Strategy/Activity 6

Technology Integration

Instruction
* Teachers provide students the opportunity to practice and apply keyboarding skills (Keyboarding Without Tears, Google Classroom).
* Teachers integrate technology into lessons and student products.
* Students to participate in the Accelerated Reading (AR) Program.

Professional Development
* Teachers to receive training for new flat panels and Chrome Books

Technology Resources
* Interactive Flat Panel
* Document Cameras
* Chromebooks

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, Classified staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Accelerated Readers Program and a typing program will be available to all students in grades 1-6.

Strategy/Activity 7

Social StudiesSocial Studies

Curriculum
* Purchase supplies and materials to support learning

* California Streaming (CalSnap)

Other Resources
* Music
* Field Trips & Assemblies (PTA funded)
* Scholastic News

Technology Resources
* Interactive Flat Panel
* Individual Chrome Books and/or Computer Lab

Collaborative Instructional Planning (CIP)
* Design Lessons to promote higher DOK levels
* Professional Development - New SS Framework

Assessments:
* Pre and post test
* Teacher created assessments
* Publisher created assessment
* Report Cards

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, PTA

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Differentiated Instruction for students with IEP's and/or GATE Identification:

Gifted and Talented Education

* Provide universal GATE screening for all 3rd grade students as well as other students in grades 4-6 by parent or teacher request.
* Teachers continue to use icons of Depth and Complexity to differentiate instruction.
* Provide training in differentiated instruction.
* Purchase materials and supplies to support teachers.
* Parent education on GATE & GATE parent meetings - a minimum of two meeting in fall and one in spring.

Special Education

Planning
* Provide planning time to create lessons
* Special Education teachers and site administrator will meet at the beginning and end of the year to schedule IEPs and meeting the needs of students with IEPs.
* Special Education teachers will review student IEP goals with assigned classroom teachers.
* IEP meetings (Release time as needed)

Student Opportunities

* Circle of Friends
* School-based Counseling

Staff Development
* NCIS Training

Students to be Served by this Strategy/Activity

GATE: Identified GATE students in grades 4-6 & Special Education: All Students with IEP.

Timeline

2019-2020

Person(s) Responsible

Administration, Teachers, classified staff

Proposed Expenditures for this Strategy/Activity

Amount	280
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Site GATE funds will be used to provide release time for GATE Coordinator to conduct Universal Screening of all students in grade 3.

Amount	945
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site GATE funds will be used to provide 6-8 weeks GATE after-school Academy for identified GATE students in grades 4-6.

Amount	367
Source	Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Site GATE funds to purchase materials for differentiated curriculum.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student, Teacher, and Parent Engagement

Goal Statement

1. Parent Involvement
* Increase parent involvement
* Increase meaningful communication with all stakeholders
* Continue to seek parent input in decision making
* Promote parent participation in programs for unduplicated students and special needs subgroups

2. Pupil Engagement
* Goals
* Increase Attendance Rate to 97%
* Decrease Truancy Rate by 2%
* Decrease Suspensions from 17-18 by one or more students.

3. School Climate
* Increase student and teacher sense of safety and school connectedness (Baseline Data)
* Continue to maintain less than 0.4% suspension rate for the 2017-2018 school year (District average)
* Continue to maintain 0.0 expulsions for the 2016-2017 school year (District average)
* Continue to work with City and District Safety personnel to improve student safety and traffic flow during arrival and dismissal times.

LCAP Goal

Increase meaningful and purposeful student and parent engagement

Basis for this Goal

1. Parent Involvement (Include Parent Engagement opportunities)
* Parent responses on Site Council Parent Survey
* Parent attendance at Site Council Meetings
* Parent attendance at PTA Meetings
* Parent attendance at school events (i.e. Fall Festival, Family Nights, Special events)
* Parent attendance at ELAC meetings
* PTA volunteer minutes
* Parent attendance at Parent Conferences

2. Pupil Engagement (PBIS Data)
* Data Analysis
* 17-18 Attendance Rate = 96.3%
* 17-18 >18 Excused Absences = 16 students
* 17-18 Students with >10% Chronic Excused Absences = 3%
* 17-18 Suspension Rate = 0.1%

3. School Climate
* Student Information System
* Responses on Site Council Survey
* Responses on Teacher Survey
* Responses on Student Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

School Climate & Student Engagement

Implement school-wide PBIS and Character Counts programs
* HOWL Tickets
* Awards Assembly
* PBIS materials
* Monthly Pillar Focus

Assemblies
* Promote character building
* Promote anti-bullying education
* Monday Morning Assemblies
* Autism awareness

Special Programs
* Circle of Friends
* Positive Behavior Intervention and Supports (PBIS)
* Caring Schools Community
* Daily student announcement and selection of "HOWL" tickets

Other
* Student Service & Spirit Events
* Class Buddies
* Classroom Meetings
* Student Developed School Newspaper

Safety
* Emergency Safety Supplies
* Raptor System
* Automatic Door Locks (to be installed in Summer, 2019)
* Student Valet
* Peace Patrol
* Single Point Entry

Attendance
* School newsletter about tardies and regular attendance
* Notify parents regularly of student attendance
* SART
* SARB

Students to be Served by this Strategy/Activity

All students in grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers and Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Site funds used to purchase materials and supplies for awards and recognitions for Character Awards, PBIS materials, and End of Year Awards.

Strategy/Activity 2

Parent Involvement

Schedule and conduct parent meetings:
* ELAC (provide childcare and snacks)
* Site Council
* PTA

Provide Translation:
* Parent conferences
* ELAC meetings
* IEP Meetings
* SST Meetings
* 504s

Other Parent Opportunities:
* Volunteer
* Open House
* Back To School Night
* Reflections
* Mother/Son & Father/Daughter, Donuts for Dad's & Dudes, Muffins for Moms, Grandparents' Day, Volunteer Recognition
* Grade Level CHORDS Performances
* Math Night & Science Fair Night
* Fall Festival
* Award Assemblies

School/Teacher/Parent Communication:
* Constant Contact Weekly newsletter (Helmers Happenings)
* Classroom Newsletters/Emails
* Shutterfly (Room Parents)
* School Site Council Survey (Annual)

Students to be Served by this Strategy/Activity

All students in grades TK-6

Timeline

2019-2020 School Year

Person(s) Responsible

Administration, Teachers, Classified staff, and PTA

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Student Achievement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts (ELA) & Math

Administrators and teachers analyze assessment data and develop a comprehensive instructional program for students at their respective grade levels.

Plan and implement ELA and Math Lessons that align with California State Standards (CSS).

Teachers collaborate with grade level colleagues to develop common assessments, standards based units of study, layered activities and performance tasks.

Administrators to purchase supplemental materials and resources for students identified as needing academic intervention.

Provide instructional assistants for classroom support in Transitional Kindergarten and Kindergarten to work with | English Language Arts (ELA) & Math

Analyzed 2017-2018 CAASPP Data and used it as a baseline for the instructional plan and goals for the 2018-2019 school year.

Implemented California State Standards in ELA & Math

Weekly CIP Collaboration

Adopted and implemented the new ELA curriculum

TK and K Instructional Assistant 1-1.25 hours/day for 130+ days

RTI IA support in grades 1, 2 & 3 for 15+ weeks

Established and implemented computer lab and library schedules

Grades K & 1 participated in the learning walk in the area of Arts Integration and ELA

Provided substitute teachers in order for | Per Student Enrollment funds used for substitutes for general education teachers to attend IEP's, Professional Planning conference substitutes, and other substitutes as needed. 2000-2999: Classified Personnel Salaries Per Pupil 6,000 | Per Student Enrollment funds used for substitutes for general education teachers to attend IEP's, Professional Planning conference substitutes, and other substitutes as needed. 1000-1999: Certificated Personnel Salaries Per Pupil 6,500 |
		Supplemental funds will be used to provide instructional assistants to provide RTI intervention for Gr.1st-6th grade students as identified by teachers. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,300	Supplemental funds will be used to provide instructional assistants to provide RTI intervention for Gr.TK-3rd grade students as identified by teachers. 3.5 hours/person x 2 IA x 4 days/week x 15 weeks 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8,400
		District funds for site Learning Walk substitutes None Specified District Funded	District funds for site Learning Walk substitutes 1000-1999: Certificated Personnel Salaries District Funded
		Supplemental funds to purchase research based intervention materials to meet the	Instruction supplies, copier/printer lease charge and copy costs ($10,744), and other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students needing extra support and /or intervention.

Provide instructional assistants for classroom support in Gr. 1-6 to work with students needing extra support and /or intervention (RTI).

Provide instructional assistants for classroom support in Gr. 4 due to large class size.

Identify students needing intervention and/or enrichment opportunities (grade level assessments, common assessments, informal assessments).

Administrator to establish a computer schedule for all students to access weekly.

Administrator to establish a library schedule for all students to access weekly.

Administrator to purchase supplemental technology and materials to support implementation of California Standards (such as Ready Common Core).

Administrators and all teachers to participate in Learning Walks with targeted focus in the area of Math Rigor (differentiation building concepts to catch grade levels up with CCSS).

Provide opportunities for teachers to attend conferences to assist in | teachers to attend IEP, SST, and 504 meetings. | needs of identified students 4000-4999: Books And Supplies LCFF - Supplemental 2,000

Per Student Enrollment Full Day Kindergarten funding will be used to provide Instructional Assistants for Intervention for Kindergarten students as identified by teachers 2000-2999: Classified Personnel Salaries Per Pupil 8,000 | supplies as needed. 4000-4999: Books And Supplies Per Pupil 44,250

Full Day Kindergarten funding will be used to provide instructional assistant support in four TK/K classrooms 2000-2999: Classified Personnel Salaries Unrestricted 8,000 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
aligning curriculum to common core standards.			
English Language Development (ELD) Teachers implement Systematic ELD program for all English Learners at least 30 minutes per day. Teachers collaborate with grade level and cross grade level colleagues to analyze assessment data and plan systematic ELD instruction. Administrators provide ELD support through the use of ELD coaches and TOSA. Administrators provide substitute / release time for teachers to administer ELPAC and ADEPT Testing. Provide summer school opportunities at another site for students who qualify. Administrators purchase materials and supplies to support English Language Development.	English Language Development (ELD) 30 minutes of daily Systematic ELD program for all EL students. Teachers collaborated with colleagues and EL coordinators to analyze assessment data and planned systematic ELD instruction. ELD coaches offered systematic ELD trainings and worked with ELD coordinators to support ELD instruction. Administered summative ELPAC and ADEPT to all EL students and initial ELPAC to all new EL students. Sub release time and extra duty/extra pay time were provided. Students who scored 1 or 2 on the Summative ELPAC were invited to attend the summer EL Academy. Provided necessary materials and supplies (i.e. sentence frames) to support ELD Program.	Supplemental funds will be used to provide teachers with release time with TOSAs to plan instruction aligned to the ELA/ELD Framework. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,000 Supplemental funds will be used to provide teachers release time to conduct ELPAC testing and ADEPT testing. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 497	Supplemental funds will be used to provide teachers with release time to plan instruction aligned to the ELA/ELD Framework. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,500 Supplemental funds have been used to provide teachers release time to conduct ELPAC testing, ADEPT testing and attend ELAC meetings. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,500 Supplemental fund have been used to purchase necessary intervention/ELD materials to meet the needs of EL students. 4000-4999: Books And Supplies LCFF - Supplemental 2,834
Science Teachers provide science instruction in the three domains that align with California State Standards and NGSS for each specific grade level (K-6).	Science Two staff meetings and CIP meetings were dedicated to learn more about the NGSS standards.	Via district funds, Site coaches will attend professional development opportunities for NGSS standards training. None Specified District Funded 0	Site coaches have attended professional development opportunities for NGSS standards training. 1000-1999: Certificated Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administrators purchase supplemental materials and support student learning and achievement in science. Administrators provide site coaches release time and teachers professional development opportunities aligned with Next Generation Science Standards (NGSS).	Mystery Science (grades TK-5) and STEMScope (grade 6) were purchased to support the NGSS standards. NGSS site coaches attended the NGSS professional development opportunities and provided support for teachers.		
Physical Education Teachers provide all students in grades TK-6 with the state mandated 200 minutes of PE every 10 school days. P.E. TOSA and teachers will inventory PE equipment (at beginning of school year). Purchase necessary P.E. equipment needed to implement P.E. program & yearly 5th Grade Physical Fitness Testing. District and administrator will provide opportunities for professional development as needed for teachers K-6. Administrators, teachers and staff will encourage the participation of all students grades TK-6 in FIT Team and Family Fun Run to prepare for PFT. Administrators will coordinate opportunities for teachers to observe P.E. TOSA teaching lessons to students.	Physical Education All students in grades TK-6 participated in 200 minutes of PE every 10 school days. PE TOSA supported the school with PE equipments and inventory throughout the school year. PE TOSA purchased new PE equipments and assisted teachers in delivery of PE instruction. Students participated the school's FIT team.	Via district funds, PE TOSA will provide time to sites to assist in PE equipment inventory. 1000-1999: Certificated Personnel Salaries District Funded 0	PE TOSA have provided time to sites to assist in PE equipment inventory and purchase 1000-1999: Certificated Personnel Salaries District Funded
		P.E. TOSA observation time will be provided with district PE TOSA to assist teachers in delivery of PE instruction. 1000-1999: Certificated Personnel Salaries District Funded 0	
		Release time provided for 5th grade PFT training at district 1000-1999: Certificated Personnel Salaries District Funded 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Visual and Performing Arts (VAPA) Administrators will collaborate with the Performing Arts Center (PAC) liaison and PTA representatives to establish specific grade level activities for the CHORDS program. Administrators will collaborate with Susan Blake and PTA representatives to establish specific grade level art lessons for all students in grades TK-6. Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction. Site administrator will purchase materials that support the VAPA standards. Provide Teachers with opportunity to participate in the Kennedy Arts Center program for arts integration within their instruction. Administrators and teachers will encourage all students to participate in the PTA Reflections contest and the District Festival of the Arts program. Students in two 4th grade classes participate in LA Opera program.	Visual and Performing Arts (VAPA) PTA funded the CHORDS program provided by the Performing Arts Center (PAC) for all students. Arts instruction by Susan Blake will be held during the last three weeks of the school year. Sufficient art supplies were purchased using both site and PTA funds. Teachers in K and grade 1 participated in the Kennedy Arts Center Arts Integration and ELA learning walk with Arts/Music TOSA. Other grade levels may participate in the similar opportunity before the end of the school year. Students had an opportunity to participate in the PTA Reflections Program.	PTA funds will be combined to provide an CHORDS Program for all students TK-6. None Specified Parent-Teacher Association (PTA) 0	PTA funds have been provided CHORDS Programs for all students in grades TK-6. Parent-Teacher Association (PTA)
		PTA allocates funds to provide School Wide Art program with instructor (Susan Blake) None Specified Parent-Teacher Association (PTA) 0	PTA funds to provide School Wide Art program with an arts instructor. Parent-Teacher Association (PTA)
		PTA has allocated funds to provide access to the Reflections Art Program for all Helmers students. None Specified Parent-Teacher Association (PTA) 0	PTA funds have been allocated to support the growth and development of students in the area of Visual and Performing Arts to provide field trips and assemblies that align with VAPA Standards. Parent-Teacher Association (PTA)
		District funds have been allocated to provide Kennedy Arts Training to selected teachers to integrate arts in their instruction and share out her learning. None Specified District Funded 0	PTA funds have been utilized to provide LA Opera program for all fourth grade classes. Parent-Teacher Association (PTA)
		PTA funds have been allocated to support the growth and development of students in the area of Visual and Performing Arts to provide field trips and assemblies that align with VAPA Standards. None Specified Parent-Teacher Association (PTA) 0	
		Site funds will be utilized to provide LA Opera program for 2 fourth	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		grade classes. 5800: Professional/Consulting Services And Operating Expenditures Per Pupil 1,500	
Technology Integration

Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer lab, the classroom, and at home.

Teachers will provide opportunities for students to participate in the AR program in the classroom and library.

The Library/Media Specialist will recommend purchases to support the AR program within the library.

All students in grades 1-6 will be provided with access to Typing Club

Administrator will provide opportunities for professional development to teachers as part of the chromebook roll-out.

Administrators will provide opportunities for professional development to teacher as part of the interactive flat panel roll-out.

Administrators will coordinate opportunities for teachers to observe Tech TOSA teaching lessons to students. | Technology Integration

Students in grades 1-6 practiced typing skills (Keyboarding without Tears).

Students in grades 1-6 participated in the AR program.

The Library/Media Specialist purchased books and materials to support the AR program within the library.

Chromebook was provided to all students according to the following ratio:
1:1 in grades 5 & 6
1:2 in grades 3 & 4
1:4 in grades 1 & 2

TOSAs worked with teachers in implementing various technology tools including flat panel, Chromebook, and various resources in the Clever. | District funded Accelerated Reader access will be provided to all Helmers students. None Specified District Funded 0 | Accelerated Reader Program and Keyboarding without Tears have been provided to all students in grades 1-6. District Funded |
| | | PTA funds will be provided to purchase student literature books in line with Common Core and AR reading. None Specified Parent-Teacher Association (PTA) 0 | |
| | | District funds will be allocated to provide access to Typing Club online typing program. 5000-5999: Services And Other Operating Expenditures District Funded 0 | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social Studies Teachers will provide instruction to all students according to the appropriate California Social Studies standards for their grade level. PTA will provide opportunities for field trips and assemblies.	Social Studies Teachers provided instruction to all students according to the appropriate California Social Studies standards for their grade level. PTA funded field trip opportunities and assemblies for all students.	PTA funds have been allocated to support the growth and development of students in the area of Social Studies via hands on field trips and assemblies that align with Social Studies Standards. None Specified Parent-Teacher Association (PTA) 0	PTA funds have been allocated to fund field trip opportunities for all students in grades TK-6. Parent-Teacher Association (PTA)
Differentiated Instruction for students with IEP's and/or GATE Identification: GATE All 3rd through 6th grade teachers will use GATE Depth & Complexity, and Content Imperative icons to differentiate instruction. All students in Grade 3 will be evaluated for GATE qualification in the spring 2018. Administrator will purchase materials necessary to support students identified as GATE. Special Education Special Education teachers and site administrator will meet at the beginning and end of the year to schedule IEPs and meeting the needs of students with IEPs. Special Education teachers will review student IEP goals with	Differentiated Instruction for students with IEPs and/or GATE Identification: GATE All 4th through 6th grade teachers differentiated instruction for identified GATE students and high achieving students. All students in Grade 3 was assessed for GATE eligibility using the Naglieri Nonverbal Ability Test (NNAT) in March. Administrators and teachers will continue to research and purchase necessary materials to support students identified as GATE using the site fund. Special Education Special Education teachers and site administrator met at the beginning of the year to schedule the IEPs for the school year. As needed, follow up meetings took place throughout the school year to schedule additional IEP meetings.	Site funds will be used to provide release time for GATE Coordinator to conduct Universal Screening of all students in grade 3 2000-2999: Classified Personnel Salaries Unrestricted 300 Site funds have been earmarked to purchase GATE materials which help teachers to meet the needs of gifted learners. 4000-4999: Books And Supplies Unrestricted 1,459 Supplemental funds will be used for substitute teachers to provide release time for special education teachers and general education teachers to attend IEPs. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0 Supplemental funds will be used for release time for necessary teachers to attend annual NCI training. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500	Site GATE Coordinator assisted teachers to conduce NNAT assessment for all 3rd grade students. 1000-1999: Certificated Personnel Salaries Unrestricted 150 Site funds have been allocated to purchase GATE materials. 4000-4999: Books And Supplies 1,442 Site funds have been used for substitute teachers to provide release time for general education teachers to attend IEPs, SST and 504 meetings. 1000-1999: Certificated Personnel Salaries Per Pupil 5,400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
assigned classroom teachers. Special Education and classroom teachers will collaborate on schedules to meet students with IEPs. Administrators will provide release time for Special Education Teacher and General Education Teachers to attend IEP meetings when needed. Administrators will provide opportunities for necessary teachers and staff to attend annual NCI training.	All IEP meetings were held within the timeline. Special Education teachers reviewed student IEP goals with assigned classroom teachers and collaborated as a team throughout the school year to meet the needs of each individual student. Administrators provided release time for Special Education Teacher and General Education Teachers to attend IEP meetings. Administrators worked with the district office to provide opportunities for necessary teachers and staff to attend the NCI training.		

Analysis

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

We are fortunate to have a team of dedicated professionals (teachers, classified staff, and administrators) whose work ethic reflects our district's core values: respect, integrity, learning, teamwork and enthusiasm. Aligned with the school site plan goals and the district's LCAP goals, our teachers and administrators have planned and organized standards-based lessons and activities to ensure all students receive a rigorous and effective instruction. California's Dashboard overall CAASPP results for our school includes students meeting and exceeding standards in both language arts and math. Professional development opportunities for teachers and administrators focused on the new language arts curriculum, Systematic ELD and the new Next Generation Science Standards.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As measured by the CAASPP state assessment, 72% of students in grades 3-6 met or exceeded on the ELA assessment in 2017-28 school year, which is an increase of 2% from the previous school year's result. Additionally, there was an increase of 4% from the previous school year on the math CAASPP assessment from 57% of students meeting or exceeding the standards to 61%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditures and estimated actual expenditures have been mostly consistent. The top three areas of the expenditures inlcude Instruction supplies including copier/printer lease charge and copy costs, certificated sub teacher release time for meetings (IEP, SST, 504 and ELD), and instructional assistant support in grades TK-3 for RTI program.

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.

The goals and budget allocation will be reviewed regularly with all stakeholders (teachers, classified staff, administrators and parent community) to meet the needs of our students. Please refer to all ten areas of student achievement in Goal 1 for further explanation.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Student and Parent Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student Engagement All Students will complete a survey about their connectedness and sense of safety at school. Teachers will instruct students in conflict resolution strategies, using the Caring Schools curriculum as part of their class meetings. Teachers will collaborate across grade levels to create Buddy Activities for their respective students. The student-led Valet program will train students in grades 4-6 to assist with morning student drop-off procedures. Students in Grades 4-6 will have the opportunity to participate in Student Service program. Students and staff will participate in Character Counts Program to promote kindness for others.	Student Engagement Students and staff participated in the school-wide Positive Behavior Intervention and Support and the Six Pillars of Character Counts Program. In addition to the school-wide roll out of the PBIS in November, 2018, various incentives, including additional recess time, HOWL tickets, and awards recognition have been in place throughout the school year. Students participated in the various leadership and service opportunities, including the valet program, student service, Peace Patrol, buddy-class activities, circle of friends, and daily morning announcement. Weekly Monday morning assembly was held to foster a sense of community and connectedness. Counseling service was provided to students	Site funds used to purchase materials and supplies for awards and recognitions for Character Awards, PBIS materials, SEL programs and end of year awards. 4000-4999: Books And Supplies Per Pupil 1000	Site funds have been used to purchase materials and supplies for awards and recognitions for Character Awards, PBIS materials, and end of year awards. 4000-4999: Books And Supplies Per Pupil 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students and staff will participate in a weekly Monday Morning Assembly to foster a sense of community and connectedness. Students will participate in Student Service led Spirit Days and community service programs to foster a sense of community and connectedness. Peace Patrol students are trained as peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials. Students will be recognized for Student of the Month Character Awards held monthly during Monday Morning Assembly. Student birthdays announced weekly during Monday Morning Assembly. Birthday pencils purchased for students Students will participate in daily student led, school wide Pledge of Allegiance and morning announcements over the P.A. system. Students caught being good/helpful will earn HOWL slips and have the opportunity to have their name drawn weekly for certificate and opportunity for lunch with the principal & Admin. Intern. Administrators and Campus Supervisors will	based on needs and teacher/parent recommendations.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provide Free Recesses to classes as part of Character Counts incentives. Provide Counseling services to support school engagement and achievement. Provide opportunities for students in grades 4-6 to participate in Circle of Friends. Provide opportunities for staff to attend PBIS year 3 professional development and meetings.			
Parent Engagement Parents will receive electronic newsletters and special announcements weekly (i.e. Helmers Happenings) Parents will receive letters regarding unexcused absences and tardies and will have to observe the follow-up demands, based upon letter. The School Site Council will survey the Helmers families for input and affirmation of school programs. Administrator will provide personnel for interpretation and or translation at meetings for which the parent has requested. Administrator and all stakeholders will create a calendar of events for parents.	Parent Engagement Parents received weekly electronic newsletters and special announcements. Over 100 letters regarding truancy, excessive tardies, and chronic absenteeism have been sent to parents based on the Ed Code/District policies. The School Site Council will survey the Helmers families for input and affirmation of school programs. Administrator, teachers, and PTA have scheduled and held various outreach events, including Donuts for Dad's & Dudes, Muffins for Moms, Grandparents' Day and Volunteer Recognition. Two campus supervisors have assisted with supervising student	Site funds will be used for interpreter for various parent meetings (i.e. ELAC meetings, IEP's, parent conferences) 1000-1999: Certificated Personnel Salaries Per Pupil 500	
		Site Full Time Equivalent (upper grade money) funding will be used to purchase individual Jupiter Grade licenses for upper grade teachers who request them. 5000-5999: Services And Other Operating Expenditures Per Pupil 550	Upper grade money funding was used to purchase instructional supplies and subs to complete assessment and report cards. Unrestricted
		PTA Funding used to support out reach events None Specified Parent-Teacher Association (PTA) 0	
		PTA Funding for materials and supplies to run event None Specified Parent-Teacher Association (PTA) 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administrator, teachers, and PTA will schedule outreach events for all stakeholders (Donuts for Dad's & Dudes, Muffins for Moms, Grandparents' Day, Volunteer Recognition). Teachers will utilize software, websites, and other similar devices to keep parents informed as to student achievement, progress, and behavior (Remind 101, Class Dojo, Jupiter Grades, Shutterfly) Parent Volunteers will assist with supervising student volunteers for Student Valet Program. Administrator will schedule and conduct parent meetings (School Site Council, ELAC, GATE) Keep records of attendance at each parent meeting and classroom volunteer hours. Room parent volunteers to assist with FIT Team 2 times/month at FIT Team stations. Opportunities for parents to volunteer in the classroom based on teacher need and scheduling.	volunteers for Student Valet Program. Administrator scheduled and conducted parent meetings, including Site Council meetings, ELAC meetings, and Parent Engagement Series (Fall: Technology in the classroom, Spring: Internet and SNS Safety). Parents have consistently volunteered in classrooms, PTA sponsored events, and in the library.		

Analysis

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

Our commitment to student engagement continues to grow as our students actively participate in various school and PTA sponsored events as well as student leadership and service opportunities. In addition to the school's Character Education Program highlighting the Six Pillars of Character Counts, the school-wide Positive Behavior and Intervention Support (PBIS) has been implemented to promote positive adult to student and student to student engagement and interaction. Efforts have been made to improve student attendance and to reduce truancy and chronic absenteeism. They include attendance letters, SART and SARB meetings. Similarly, our commitment to parent involvement and engagement have continued to grow as parents actively participate in the school and PTA sponsored events and parent engagement workshops. In addition to PTA, ELAC, and Site Council meetings, two parent engagement workshops (Technology in the Classroom and Internet Safety) are held to support the parent community. Additionally, parents have been informed of pertinent school and PTA information via a weekly newsletter (Helmers Happenings) and PTA message/Facebook.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The greatest progress for the student and parent engagement continues to include the increase of student and parent involvement and engagement as evident in the active participation and involvement of various school and PTA sponsored events, which include but not are limited to assemblies, math night, science night and mother/son and father/daughter events. Student attendance rate was at 96.3% and the chronic absenteeism rate was at 3%. The suspension rate remained extremely low at 0.1%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no major differences between the proposed expenditures and the estimated actual expenditures to achieve this goal.

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.

The school will begin the Tier II of the PBIS in the upcoming school year. Additionally, teachers, classified staff, and administrators will continue to collaborate together to increase student safety, engagement, and leadership and service opportunities. We will continue to closely monitor students' attendance and work towards improving student attendance, while reducing truancy and chronic absenteeism. All of our school personnel will continue to create a welcoming culture where parents have opportunities to participate in various school and PTA sponsored activities and engage in a meaning decision making process. Please refer to strategies and activities outlined under the Goal 2 for further information.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	75,650
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	72,474.00

Allocations by Funding Source

Funding Source	Amount	Balance
Per Pupil	45,650	0.00
LCFF - Supplemental	17,232	0.00
Unrestricted	8,000	-1,592.00
Unrestricted	1,592	-8,000.00
Unrestricted	3,156	-6,436.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	17,232.00
Per Pupil	45,650.00
Unrestricted	9,592.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,495.00
2000-2999: Classified Personnel Salaries	18,980.00
4000-4999: Books And Supplies	40,250.00
5000-5999: Services And Other Operating Expenditures	749.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,150.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,700.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	382.00
1000-1999: Certificated Personnel Salaries	Per Pupil	5,400.00
4000-4999: Books And Supplies	Per Pupil	40,250.00
1000-1999: Certificated Personnel Salaries	Unrestricted	945.00
2000-2999: Classified Personnel Salaries	Unrestricted	8,280.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	367.00

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

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cory Pak	Principal
Ilene McEwan	Parent or Community Member
Clara McGee	Parent or Community Member
Diane Orion	Parent or Community Member
Teresa Sanchez	Parent or Community Member
Alba Sandoval	Parent or Community Member
Suzanne Dunn	Classroom Teacher
Debbie Rocha	Classroom Teacher
Marie Russo	Classroom Teacher
Kelsey Hammer	Other School Staff
Michelle White (Assistant Principal)	Other School Staff

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.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
   • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
   • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
   • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
   • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i.   strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v.   help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i.   strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

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 April 9, 2019.

Attested:

Principal, Cory Pak on April 9, 2019

SSC Chairperson, Diane Orion on April 9, 2019

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 April 9, 2019.

Attested:

	Principal, Cory Pak on April 9, 2019
	SSC Chairperson, Diane Orion on April 9, 2019