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	Mountainview Elementary School
Address	22201 West Cypress Place Saugus, CA 91390
County-District-School (CDS) Code	19649986112528
Principal	Katie Demsher
District Name	Saugus Union Elementary School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	5/1/2019

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.

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School Vision and Mission

Our Mission:
The Mountainview Staff, together with Parents and the Community, is dedicated to teaching each child the elementary standards and developing their character and creativity in a safe environment while building the foundation to become successful, contributing members of our school and community.

Our Vision:
Developing the Hearts and Minds of Every Child

Our Values:
Integrity~Commitment~Compassion~Learning~Creativity~Innovation

School Profile

Mountainview Elementary School is the academic home of approximately 880 students and a staff of 100 adults who come together daily to implement our vision of academic excellence. We believe that a positive partnership among home, school, and community enables our students to become socially responsible citizens who contribute to a rapidly changing and culturally diverse society. High academic and behavior standards are couched in the care and support that encourages each child to achieve personal bests. As a result, Mountainview has been named a California Distinguished School three times, a National Blue Ribbon School, and a Gold Ribbon School most recently in 2016.

Average Class Size and Class Size Distribution:

Our average class sizes as follows:

Transitional Kindergarten- 1st Grade - 28:1

2nd- 3rd grades- 28:1

4th-6th grades- 31:1

Moderate to Severe Special Day Class (SDC 2) Grades TK-6

Opportunities for Parental Involvement :

Mountainview parents and community members serve as Site Council leaders, active PTA council members, and volunteers who regularly provide services in the classroom. Site Council monitors all school programs, safety, and the budget. PTA partners with us to enhance the curriculum through providing music and arts programs and instruction, and off campus curricular tie-ins. PTA also helps our Student Service Leaders coordinate community service opportunities. Parent workshops are provided to help parents learn how to best support their children and to build strong home to school communication and increase student achievement.

Professional Development:

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Induction Program extends individual training and support in the practice of teaching. Additionally, we have a Peer Assistance and Review (PAR) program to extend assistance and support to credentialed teachers newly hired who may need support transitioning into our school district.

Professional growth activities are planned annually based on current needs and input received from staff. This year the teachers' work calendar includes two professional development days that focus on Technology training of our new Interactive Flat Panels (IFP) and Next Generation Science Standards (NGSS). Additional opportunities have also been provided regarding Special Education needs, TOSA workshops, and planning time within grade level teams to implement the State Standards. Staff development during Tuesday staff meetings primarily focuses on continued implementation of effective instructional strategies understanding and continued lesson development to help students master State Standards (CCSS) in English Language Arts (ELA) and mathematics. We continue to implement SUSD School Board Directives to implement 30 minutes of ELD instruction daily, to provide Intervention for struggling students, and to target

listening and speaking standards. Collaborative Planning time has been made available by early release days on designated Wednesdays and 3 full days of planning throughout the school year to continue with the aforementioned directives while correlating the State Standards.

School Safety Plan has been completed for 2018-2019 and includes:

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:
- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

School Facility Conditions and Planned Improvements have been completed for 2018-2019 and include:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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

Administration brought the previous plan to the school staff during staff meetings throughout the school year. Discussions were held regarding each of the sections, goals, and actions. Teachers were provided time to collaborate and provide input in each area. In addition, California Dashboard Data was shared and explained to teachers at staff meeting, Site Council Members, ELAC Members, and PTA members in order to analyze the data, discuss areas of strength and areas of concern, as well as build goals and actions for the upcoming year. An annual parent survey was developed that included questions aligned to our LEA LCAP so parents could provide input to the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup					
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	0.11%			1
African American	2.8%	2.0%	2.26%	22	16	20
Asian	4.0%	3.8%	4.52%	31	31	40
Filipino	2.3%	2.5%	2.71%	18	20	24
Hispanic/Latino	24.2%	26.1%	23.84%	188	212	211
Pacific Islander	%	%	0.11%			1
White	60.6%	60.5%	61.92%	470	492	548
Multiple/No Response	6.1%	0.9%	0.90%	47	7	8
			Total Enrollment	776	813	885

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	104	150	149
Grade 1	93	122	143
Grade 2	96	101	126
Grade3	103	95	107
Grade 4	125	106	105
Grade 5	105	126	119
Grade 6	150	113	136
Total Enrollment	776	813	885

Conclusions based on this data:

1.

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	29	31	44	3.7%	3.8%	5.0%
Fluent English Proficient	28	26	19	3.6%	3.2%	2.1%
Reclassified Fluent English Proficient	3	5	4	12.0%	17.2%	12.9%

Conclusions based on this data:

1.

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	99	98	107	98	98	104	98	98	104	99	100	97.2
Grade 4	116	105	104	113	105	104	113	105	104	97.4	100	100
Grade 5	105	117	116	105	115	114	105	115	114	100	98.3	98.3
Grade 6	140	108	133	138	107	129	138	107	129	98.6	99.1	97
All Grades	460	428	460	454	425	451	454	425	451	98.7	99.3	98

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	2450.	2451.	2477.	36	33.67	41.35	26	28.57	33.65	19	19.39	18.27	19	18.37	6.73
Grade 4	2524.	2509.	2515.	42	42.86	42.31	39	20.95	29.81	11	22.86	17.31	8	13.33	10.58
Grade 5	2555.	2562.	2529.	37	47.83	33.33	41	31.30	32.46	14	13.91	13.16	8	6.96	21.05
Grade 6	2576.	2567.	2577.	34	28.97	30.23	38	41.12	45.74	18	19.63	15.50	10	10.28	8.53
All Grades	N/A	N/A	N/A	37	38.59	36.36	36	30.59	35.92	16	18.82	15.96	11	12.00	11.75

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	45	33.67	45.19	36	45.92	44.23	19	20.41	10.58
Grade 4	46	39.05	40.38	45	48.57	50.00	9	12.38	9.62
Grade 5	39	46.09	34.21	50	46.09	48.25	10	7.83	17.54
Grade 6	34	36.45	40.31	50	51.40	46.51	16	12.15	13.18
All Grades	41	39.06	39.91	46	48.00	47.23	14	12.94	12.86

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	26	38.78	37.50	54	40.82	50.00	20	20.41	12.50
Grade 4	44	41.90	37.50	48	42.86	48.08	8	15.24	14.42
Grade 5	37	53.91	41.23	53	38.26	41.23	10	7.83	17.54
Grade 6	41	40.19	41.86	49	41.12	47.29	11	18.69	10.85
All Grades	37	44.00	39.69	51	40.71	46.56	12	15.29	13.75

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	23.47	35.58	56	68.37	59.62	13	8.16	4.81
Grade 4	29	31.43	29.81	67	58.10	66.35	4	10.48	3.85
Grade 5	31	39.13	21.93	62	50.43	63.16	7	10.43	14.91
Grade 6	26	28.04	20.16	69	66.36	73.64	5	5.61	6.20
All Grades	29	30.82	26.39	64	60.47	66.08	7	8.71	7.54

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	26	34.69	44.23	53	52.04	47.12	21	13.27	8.65
Grade 4	35	36.19	39.42	60	57.14	50.96	4	6.67	9.62
Grade 5	55	49.57	35.96	41	39.13	42.11	4	11.30	21.93
Grade 6	45	40.19	48.84	45	50.47	41.09	10	9.35	10.08
All Grades	41	40.47	42.35	50	49.41	45.01	10	10.12	12.64

Conclusions based on this data:

1. 2017/18 data shows that 72.28 % met or exceeded the standard in ELA (an increase of 3.1%)

2. 2017/18 data shows that the highest percentage of students achieved at or near the standard in the English Language Arts subtests. (Some above dropped down and below moved up)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# 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	99	98	107	96	98	104	96	98	104	97	100	97.2
Grade 4	116	105	104	113	104	104	113	104	104	97.4	99	100
Grade 5	105	117	116	105	115	115	105	115	115	100	98.3	99.1
Grade 6	140	108	133	138	106	129	138	106	129	98.6	98.1	97
All Grades	460	428	460	452	423	452	452	423	452	98.3	98.8	98.3

Grade Level	Overall Achievement for All Students														
	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	2439.	2438.	2465.	16	11.22	31.73	40	44.90	36.54	25	29.59	22.12	20	14.29	9.62
Grade 4	2506.	2488.	2495.	25	15.38	19.23	35	42.31	37.50	35	27.88	31.73	6	14.42	11.54
Grade 5	2529.	2529.	2502.	30	24.35	20.00	22	29.57	23.48	30	32.17	25.22	18	13.91	31.30
Grade 6	2566.	2547.	2575.	29	22.64	39.53	29	26.42	28.68	29	33.02	21.71	13	17.92	10.08
All Grades	N/A	N/A	N/A	25	18.68	28.10	31	35.46	31.19	30	30.73	25.00	14	15.13	15.71

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% 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	28.57	49.04	39	42.86	33.65	24	28.57	17.31
Grade 4	41	29.81	37.50	43	43.27	42.31	16	26.92	20.19
Grade 5	39	35.65	28.70	32	38.26	28.70	29	26.09	42.61
Grade 6	38	32.08	48.06	43	41.51	37.98	18	26.42	13.95
All Grades	39	31.68	40.93	40	41.37	35.62	21	26.95	23.45

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% 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	32.65	39.42	48	51.02	47.12	22	16.33	13.46
Grade 4	24	27.88	29.81	72	48.08	54.81	4	24.04	15.38
Grade 5	27	24.35	21.74	44	60.00	41.74	30	15.65	36.52
Grade 6	29	24.53	30.23	50	50.94	55.04	21	24.53	14.73
All Grades	27	27.19	30.09	54	52.72	49.78	19	20.09	20.13

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
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
Grade 3	25	22.45	42.31	57	65.31	47.12	18	12.24	10.58
Grade 4	36	29.81	28.85	51	44.23	47.12	12	25.96	24.04
Grade 5	20	33.04	18.26	58	48.70	55.65	22	18.26	26.09
Grade 6	30	26.42	37.98	59	49.06	44.96	11	24.53	17.05
All Grades	28	28.13	31.86	56	51.54	48.67	15	20.33	19.47

Conclusions based on this data:

1. 2017/18 data shows that 59.29% of students met or exceeded the standard in mathematics (an increase of 5.15 %)

2. 2017/18 data shows an increase in the number of students who were above standard in Mathematics in all of the strands.

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	1463.3	1470.7	1445.7	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				45

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	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
Grade 6			*	*			*	*	*
All Grades	29	64.44	*	*	*	*	*	*	45

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	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
Grade 6			*	*			*	*	*
All Grades	30	66.67	*	*	*	*	*	*	45

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	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*			*	*			*
Grade 6			*	*			*	*	*
All Grades	26	57.78	*	*	*	*	*	*	45

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	*	*	*	*	*	*	12
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	32	71.11	*	*	*	*	45

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*					*
Grade 6	*	*			*	*	*
All Grades	31	68.89	*	*	*	*	45

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*			*	*	*
Grade 6	*	*			*	*	*
All Grades	29	64.44	11	24.44	*	*	45

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6			*	*	*	*	*
All Grades	25	55.56	15	33.33	*	*	45

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
885	**12.4%**	**5.0%**	**0.2%**
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	44	5.0%
Foster Youth	2	0.2%
Homeless	6	0.7%
Socioeconomically Disadvantaged	110	12.4%
Students with Disabilities	130	14.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	2.3%
American Indian	1	0.1%
Asian	40	4.5%
Filipino	24	2.7%
Hispanic	211	23.8%
Two or More Races	32	3.6%
Pacific Islander	1	0.1%
White	548	61.9%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Green	Green	Blue

Mathematics
Green

English Learner Progress
No Performance Color

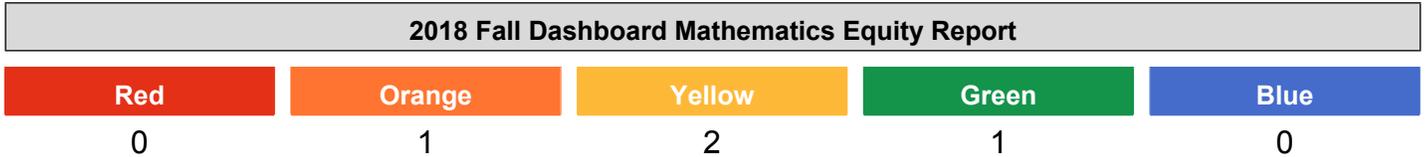**Conclusions based on this data:**

1.

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	1	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
41.3 points above standard	24.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.1 points	Declined -9.8 points	1 students
433 students	21 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.3 points below standard	14.7 points below standard
2 students	Declined -17 points	Increased 14.2 points
	53 students	67 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	68.3 points above standard	93.3 points above standard
10 students		Declined -50.4 points	11 students
		15 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
16 points above standard	70 points above standard	0 Students	49.2 points above standard
Declined -5.1 points	Increased 24.9 points		Increased 5.6 points
121 students	18 students		258 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
9.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	41.7 points above standard
12 students	9 students	Increased 3.1 points
		406 students

Conclusions based on this data:

1. Our SWD increased significantly (14.2 points) however, they are still the lowest scoring group in ELA at 14.7 points below standard (56 point gap compared to All Students Category)

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	2	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
10.7 points above standard	12.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 9 points	Declined -8.2 points	
434 students	21 students	1 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	47.4 points below standard
	Increased 3.3 points	Maintained -0.1 points
2 students	53 students	67 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	56.2 points above standard	40.2 points above standard
10 students		Maintained -0.4 points	11 students
		15 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
23.1 points below standard	60.9 points above standard	0 Students	20.9 points above standard
Maintained -1.7 points	Increased		Increased 13.2 points
121 students	36.7 points 18 students		259 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**
44.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	11.2 points above standard
12 students	9 students	Increased 9.9 points
		407 students

Conclusions based on this data:

1. All students category in math is "Green" with 10.7 points above standard, however, this is significantly lower than it is with ELA (41.3 points above standard)

2. SWD are struggling the most in mathematics with 47.4 points below standard

3. There is a 56.1 point gap between EL and EO students, however, EO students are only scoring 11.2 points above the standard. (Similar gap as ELA except that EO's are scoring 44 points above in ELA)

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
45	64.4%	22.2%	2.2%	11.1%

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
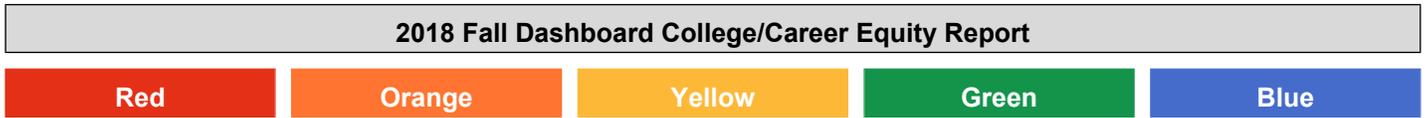
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
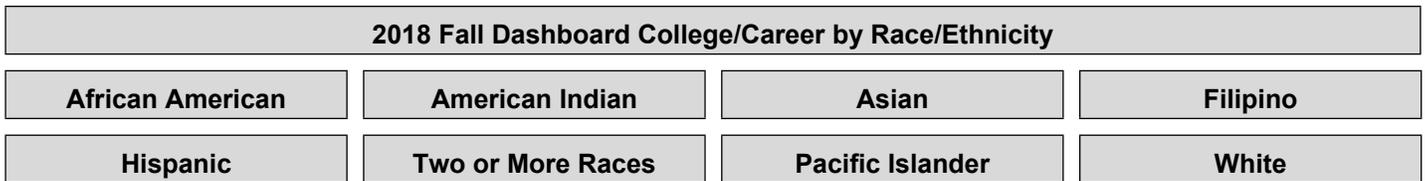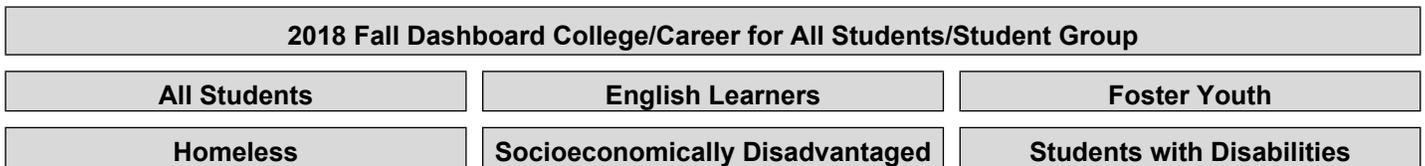
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
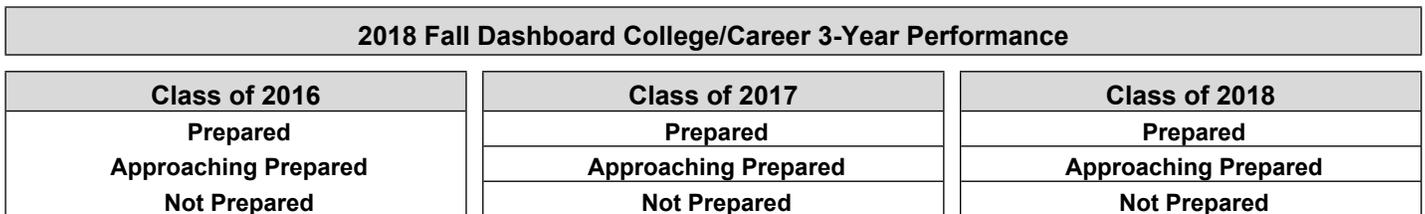
2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
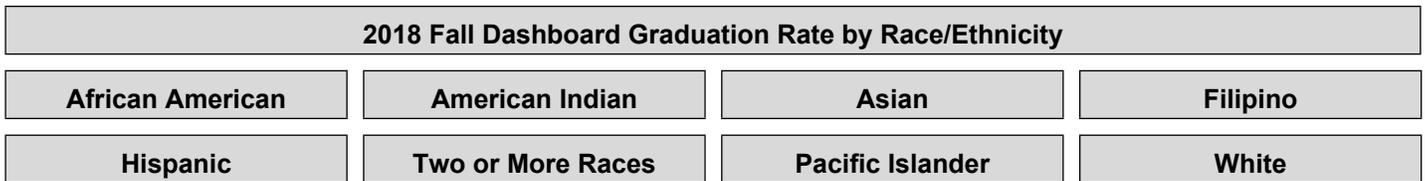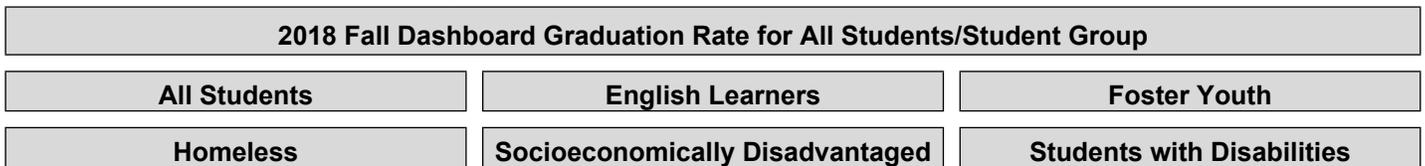## Chronic Absenteeism

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	1	3	2	1
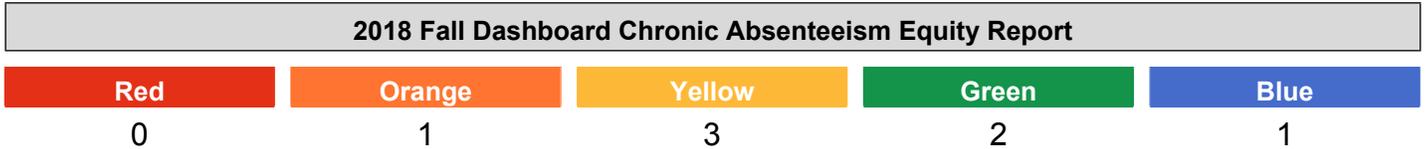
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
4.6% chronically absent	6.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1%	Maintained 0.4%	2 students
919 students	48 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	8.2% chronically absent	12.4% chronically absent
7 students	Increased 3.9%	Declined 0.8%
	134 students	153 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
4.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.3% chronically absent	0% chronically absent
Increased 4.8%	1 students	Declined 0.9%	Declined 9.1%
21 students		43 students	24 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Yellow
4.8% chronically absent	2.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5% chronically absent
Declined 0.5%	Declined 1.8%	1 students	Increased 0.8%
228 students	38 students		563 students

Conclusions based on this data:

1. SWD are struggling the most in both ELA and Math and have the highest % of absence at 12.4% chronically absent

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.
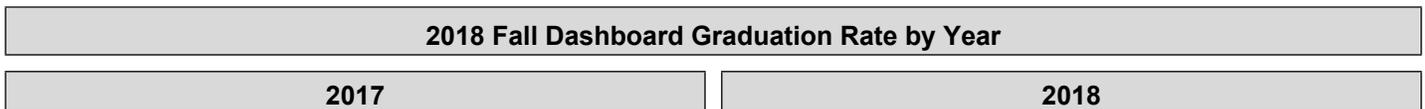
School and Student Performance Data

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	1	1	0	5
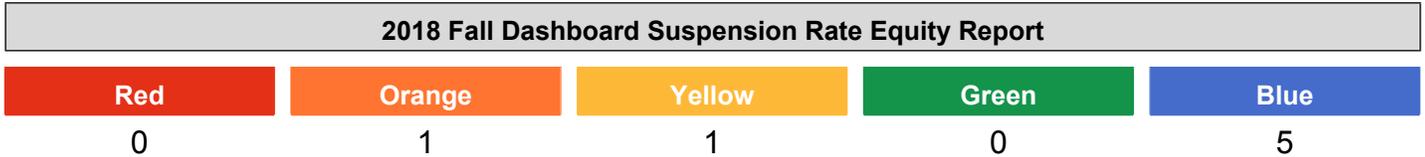
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.2% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Maintained 0%	2 students
926 students	48 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	1.3% suspended at least once
8 students	Maintained 0%	Increased 1.3%
	137 students	154 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Maintained 0%		Maintained 0%	Maintained 0%
21 students		43 students	24 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Blue	No Performance Color	Blue
0.9% suspended at least once	0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once
Increased 0.9%	Maintained 0%		Declined -0.4%
230 students	38 students		568 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.2% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. SWD have the highest % of suspension at 1.3% suspended at least once (out of 154 students) compared to all students at 0.2% suspended at least once (out of 926 students)

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Pupil Achievement

Goal Statement

* Increase student achievement in English-Language Arts by 5% to 77% Met/Exceeded Standards as measured by 2018-19 CAASPP
* Increase student achievement in Mathematics by 5% to 64% Met/Exceeded Standards on 2018-19 CAASPP
* Increase student achievement for students with disabilities by 10 points from 14.7 points to 4.7 points below the standard in ELA and increase by 10 points from 47.4 points to 37.4 points below the standard in mathematics.
* Continue to implement California State Standards in English Language Arts and Math
* Continue to implement English Language Development (ELD) standards, and Implement California State Standards for Science and Physical Fitness.
* Students receive instruction in all curricular areas as evidenced by regular administrator walk through, formal and informal observations, and teacher implementation of layered activities.
* Increase student achievement in Science, Physical Education as evidenced by student achievement in grade level common assessments (all grades), SBAC results (grades 3-6), Physical Fitness
Testing (grade 5), and ELPAC tests. Science CAST results (Grade 5) will be a baseline this year.
* Increase student achievement in Social Studies and VAPA standards as evidenced by student achievement in grade level common assessments and teacher observation.
* Increase student access/use of technology and teacher technology integration to meet District guidelines

LCAP Goal

Increase student achievement

Basis for this Goal

Students in Grades 3-6 increased 3% in ELA in 2017/18 (72.28 % met/exceeded standard).   All students category was 41.3 points above the standard.
Students in Grades 3-6 increased 5.15% in Math in 2017/18 (59.29% met/exceeded standard).   All students category was 10.74 points above the standard.
Students with disabilities increased 14.2 points in ELA. They remain 14.7 points below the standard in ELA. Students with disabilities maintained -0.1 point in math. They are 47.4 points below the standard.
Socioeconomically disadvantaged students decreased 17 points in ELA. They remain at 9.3 points below the standard. These students increased 3.3 point in math however they remain 40.3 points below the standard.
38.5% of students in Grade 5 met all six criteria, and 32.5% met five of six criteria on the Physical Fitness Test in 2017/18.
There was a baseline using the new English Language Proficiency Assessments for California (ELPAC) this year. Of 45 students, 64.4% are level 4, 22.2% are level 3, 2.2% are level 2, and 11.1% are level 1.
Instruction in the Visual and Performing Arts standards in all grade levels
End of year data collected in Social Studies based upon the progress report card grades regarding progress toward meeting California State Standards.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

English Language Arts and Math:
1- Teachers analyze data from the beginning of year and mid year assessments to establish and update their instructional program.Teachers develop lessons, and Layered Activities aligned to California State Standards
2- Teachers and Administrators analyze ELA/Math results from the new CAASPP assessment
3- Teachers provide intervention for identified struggling students using systematic flexible small group differentiated instruction with 2 instructional assistants.
4- TK and Kindergarten teachers utilize instructional aides to assist in small group instruction
5- Purchase supplemental materials/programs for ELA and Math
6- Purchase materials necessary for classrooms
7- Teachers continue Learning Walks and discussion of next steps in improving instruction and student achievement with "rigor in math"
8- Library media specialist provides weekly library access for all students.
9- Teachers are utilizing Interim Assessment Benchmarks and their results through the CAASPP system to drive instructional decisions
10. School-wide use of Reflex math for basic facts practice and automaticity

Students to be Served by this Strategy/Activity

Actions 1, 3, 7, 8, 9,- TK/Kindergarten - 6th/Grade students
Action 4- TK/Kindergarten
Action 6- 1st-2nd grade students
Action 10- 2nd-6th grade students
Action 2- 3rd- 6th/Grade students

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Actions 1, 2, 6, 8 - Teachers, Administrators
Action 3- Teachers
Action 5- Teachers, Instructional Aides
Action 7- Teachers, Administrators, office staff
Action 9- Library Media Specialist
Action 10- Teachers, TOSAs, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Wednesday CIP time, staff meeting time, use of core literature and Ready Common Core, Scholastic Reading Counts, Read Theory, and SRI
Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Wednesday CIP time, staff meeting time

Amount	3830.00
Source	Per Pupil
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wednesday CIP time, staff meeting time, Classified aide support (2), additional supplemental support

Amount	4010.45
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified aide support (2)- Grades K-3 focus on ELA, Grades 4-6 focus on math

Amount	10,000.00
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified aide support (3)

Amount	7817.55
Source	LCFF - Supplemental
Budget Reference	0000: Unrestricted
Description	Purchase Hearbuilders and Read Live online intervention programs, purchase Reflex Math, purchase additional materials for intervention purposes

Amount	29322.00
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	classroom supplies

Amount	6000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	All staff to have sub release time to participate- LCAP funded

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	All classes visit library for research and/or book selection

Amount	0
Source	None Specified

Budget Reference	None Specified
Description	IABs used throughout the year. Teachers analyze data to help make instructional decisions

Strategy/Activity 2

English Language Development (ELD):
1- ELD cluster teachers receive substitute release time to administer ADEPT assessment
2- ELD cluster teachers receive substitute release time to administer ELPAC assessment
3- Purchase supplies and materials to support ELD program
4- Provide Summer School opportunities at another site for students who qualify for support.
5- Provide planning time with ELD coach/TOSA to review Systematic ELD lessons (after school, CIP time, staff meetings)
6- Teachers receive refresher training to administer initial ELPAC
7- Teachers receive training in allowing EL students access to core instruction (Constructing Meaning)

Students to be Served by this Strategy/Activity

ELD students in grades K-6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Actions 1, 2, 4, 5 Teachers, Administrators
Action 3- Administrators
Actions 6, 7 - Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute costs for Adept

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute costs for ELPAC

Amount	734.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	purchase additional supplies

Source	District Funded

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Identified EL students are invited based on targeted instruction planned
Amount	520.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty, extra pay for after school only for EL planning
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Summer training at DO
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub release time to attend Constructing Meaning workshops (16 previous teachers and 3 new teachers)
Amount	1500.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub release time for EL cluster teachers and coordinator to plan

Strategy/Activity 3

Science:
1- Staff meeting and CIP time to collaborate with grade level colleagues to analyze science assessments.
2- PTA and Site share costs to provide science related assembly opportunities for different grade levels
3- Continue to restock science materials
4- Provide CIP planning time related to science (Investigating NGSS)aand time to work with new Science TOSA
5- NGSS district committee and NGSS Steering Committee
6- Teachers analyze grade level common assessments to drive curriculum and make instructional decisions
7- All teacher provided Mystery Science in grades K-5
8- 6th grade teachers provided with STEMScopes science materials and PD in use of these materials

Students to be Served by this Strategy/Activity

Action 1- Students in grade 5
Actions 2, 3, 4, 5, 6- Students in grades K-6
Action 7- Students in grades K-5
Action 8- Students in grade 6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Actions 1, 3, 4, 5, 6, 7, 8- Administrators, Teachers

Action 2- PTA, Teachers, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Planning time

Source	Parent-Teacher Association (PTA)
Budget Reference	0000: Unrestricted
Description	Science related assemblies

Amount	5540.25
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Purchase new/replace needed Science materials

Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Planning time

Amount	1000.00
Source	Per Pupil
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	2 teachers and 2 administrators attend NGSS district committee, 1 administrator is on NGSS Steering Committee

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Planning time to analyze data

Amount	1800.00
Source	None Specified
Budget Reference	None Specified
Description	Mystery Science Online curriculum

Strategy/Activity 4

Physical Education:
1- Planning time to meet PE standards of 200 min per every 10 days and turn in lesson plans
2- Restock necessary materials for SPARK program
3- Teachers given observation time with PE TOSA

Students to be Served by this Strategy/Activity

Actions 1, 2, 3- Students in grades TK/K-6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Action 1- Teachers, Administrators
Action 2- Office Manager, ,Administrators, Teachers, TOSA
Action 3- Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Planning time

Amount	2000.00
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	PE materials

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PE TOSA demonstrates PE lessons and gives recommendations for student activities that improve physical fitness and health

Strategy/Activity 5

Social Studies:
1- Teachers analyze grade level common assessments to drive curriculum and make instructional decisions
2- Work with PTA to align FAME art program to Social Studies standards

Students to be Served by this Strategy/Activity

Actions 1,2- Students in grades TK/ K-6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Action 1- Teachers, Administrators
Action 2- PTA, Administrators, Liaison for PAC

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	planning time

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Meetings with PTA/ Performing Arts Center

Strategy/Activity 6

Visual and Performing Arts:
1- Volunteer teachers attend Kennedy Arts Integration Consortium
2- Teachers integrate arts into the classroom
3- Students attend specialized VAPA classes (aka FAME) from 8-13 weeks

Students to be Served by this Strategy/Activity

Actions 1, 2, 3 - Students in grades TK/K-6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Action 1 -Teachers, Art TOSAs
Actions 2, 4 - Teachers, Administration, PTA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Training and implementation (6 teachers currently)

Amount	0
Source	Parent-Teacher Association (PTA)

Budget Reference	4000-4999: Books And Supplies
Description	Program- Great Artist Program
Amount	2000
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Art supplies for Great Artist Program
Amount	25,000.00
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Specialists through our partnership with PAC teacher 8-13 week classes, busses and entrance fees at PAC

Strategy/Activity 7

Technology:
1-Teachers in grades K- 2 utilize 3:1 chromebooks inside the classroom, 3rd-6th grade classrooms utilize 1:1 chromebooks inside the classroom
2- Student access to Chromebooks in classrooms for additional integration into daily curriculum for all grades K-6
3- Continued teacher use of Interactive Flat Panels (IFPs) for lesson delivery, visuals and student interaction
4- iPads repurposed and provided to SDC classes for students use to practice skills
5- Teachers use of online component of ELA and math curriculum
6- Teachers learning to use Google- Docs, Drive, Sheets, Google Classroom (Staff mtgs and professional development days through district)

Students to be Served by this Strategy/Activity

Ongoing for 2019-2020

Timeline

Action 1, 3, 4, 5, 6- Students in grades TK/K-6
Action 2- Students in grade 1-6

Person(s) Responsible

Action 1- Teachers
Action 2, 3, 4, 5, 6 - Teachers, Administration, TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Teachers able to attend district trainings offered for technology integration with Chromebooks
Amount	0

Source	District Funded
Budget Reference	None Specified
Description	Teacher ongoing professional development for use of technology integration using Chromebooks
Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Teacher ongoing professional development for lesson delivery and technology integration using the IFP
Amount	800.00
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of protective cases for iPads

Strategy/Activity 8

Increase student achievement on IEP goals:
1- Benchmarking completed by RSP and SLP to determine if progress is being made
2- Job alike meetings for support providers (RSP, SLP, OT, APE, Psychologists)
3- Use of Hearbuilders, Read (Naturally) Live, iReady
4- Supplemental intervention materials for RtI in grades 4-6

Students to be Served by this Strategy/Activity

Action 1, 2,- Students with IEP's grades TK/K-6
Action 3- Students with IEP's grades 2-6
Action 4- Students with IEP's grades 4-6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Action 1, 3, 4- Teachers, Administration, RSP, SLP, OT, APE, Psychologists
Action 2- District Administration, RSP, SLP, OT, APE, Psychologists
Action 3, 4- Teachers, Administration, RSP

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub provided for RSP/SLP teachers to meet with teachers to discuss IEPs and classroom support

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	RSP/SLP teachers assess students to ensure IEP goals and classroom support is helping student achievement

Amount	6391.00
Source	District Funded
Budget Reference	None Specified
Description	Job alike meetings during staff meeting time

Amount	328.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	RtI programs used for Unduplicated students that provides intervention at their individual level (Hearbuilders, Read Live, iReady)

Strategy/Activity 9

Increase student achievement of students identified as GATE:
1- Coordinators arrange for and present GATE parent meetings (two times annually- one on first trimester and one after 3rd grade GATE testing)
2- GATE assessment for all 3rd grade students and 4-6 recommended by teacher/parent
3- Newsletter to parents regarding GATE projects (one time per trimester - 3 times annually)
4- Release time for teachers to create GATE projects and prepare information for newsletters

Students to be Served by this Strategy/Activity

Students in grades 3-6

Timeline

Ongoing for 2019-2020

Person(s) Responsible

Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	418.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty extra pay for parents meetings

Amount	150.00
Source	LCFF - Base

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute release time for GATE teacher to administer online assessment

Amount	900.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute release time for project planning and development of tri-annual newsletter to better inform parents of GATE projects and differentiation

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student and Parent Engagement.

Goal Statement

* Continued rollout of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and student created videos of behavioral expectations for the 2019-20 year
* Continued implementation of programs to encourage sense of safety and connectedness to school for students, parents, and staff, and maintenance of suspension
rate below 0.2%. Programs shall include Circle of Friends, Peer Mentoring, Peer Buddies, Student Service, and PBIS.
* Provide parent workshops to increase parent understanding and support of student learning
* Increase student and parent engagement evidenced by parent attendance at school events, and volunteering
* Decrease truancy from 22% to 18%%
* Decrease chronic absenteeism (18 or more absences) from 1.8% to 1.5%

LCAP Goal

Increase meaningful and purposeful student and parent engagement

Basis for this Goal

School Site Council Survey Data
Attendance Records from parent meetings
Attendance rates recorded in Infinite Campus.
SART, DART, and SARB results.
Suspension data.
School Site Council Survey
Parent input solicited at parent meetings
Number of student participants in Circle of Friends or Peer Mentor program

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement:
1- Encourage parents to attend Awards Assemblies, FAME performances, and volunteering in classrooms (both general education and special education)
2- Schedule and conduct parent meetings
3- Encourage parent involvement/participation in district wide meetings/committees
4- Provide instructional resources for parent/ families on weekly bulletins
5- Supplies for PBIS roll-out (PAWS, t-shirts, posters, etc.)

6- Parent engagement/family nights (technology, Circle of Friends Gala, etc. that includes students as well)
7- Class Dojo/Email communications to parents, school wide newsletter
8- PTA Events- Father/Daughter Dance, Mother/Son Event, Movie Night, Mother/Daughter Paint Night, VIP Day, Restaurant Nights, Book Fair, McTeacher night, Barnes & Noble Teacher Readers, etc.

Students to be Served by this Strategy/Activity

TK/Kindergarten-6th grade

Timeline

Ongoing for the 2019-2020 school year

Person(s) Responsible

Action 1, 3,- Administrators, Teachers
Action 2- Administrators, Teachers, Parents
Action 4- Administrators
Action 5- Administrators, Teachers, Parents, PBIS team (school psychologist, CDP director, teachers, administrators
Action 6, 7, 8- Parents, administrators, teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	email, newsletters, fliers, phone calls
Amount	402.00
Source	Per Pupil
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GATE, School Site Council, ELAC (sub costs/extra duty extra pay)
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Information shared in parent emails from teachers
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Information shared in school bulletin
Amount	2000.00
Source	Per Pupil

Budget Reference	4000-4999: Books And Supplies
Description	T-shirts, posters, tickets, etc
Amount	300.00
Source	Per Pupil
Budget Reference	0000: Unrestricted
Description	Brainstorm ideas with district parent engagement advisers, plan for additional parent engagement evenings

Strategy/Activity 2

Attendance:
1- Include comments regarding negative impact of absences and tardies on student report cards.
2- Provide Parent Education on the importance of attendance (notices and weekly bulletin).
3- Notify parents regularly of student attendance through phone calls, attendance letters and meetings (SART, DART, SARB).

Students to be Served by this Strategy/Activity

TK/Kindergarten-6th grade

Timeline

Ongoing for the 2019-2020 school year

Person(s) Responsible

Action 1- Administrators, Teachers
Action 2- Administrators
Action 3- Administrators, Office staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Information shared on progress report cards
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Information shared in bulletin
Amount	200.00
Source	Per Pupil
Budget Reference	0000: Unrestricted

Description	Letters generated if students have more than 3 tardies or 3 unexcused absences. Additional meetings and development of support plan if attendance does not change

Strategy/Activity 3

School Climate:
1- Provide assemblies to promote Character Building/Anti-Bullying education. (Character Strong)
2- Provide Counseling services and/or Social Skills to support school engagement and student achievement.
3- Recognize student achievement with incentives and Awards Assemblies.
4- Allow for staff bonding activities at staff meetings.
5- Use of Cross-Grade Level Buddy Activities.
6- Encourage student service opportunities
7- Circle of Friends Program
8- Reinstate game table at lunch
9- Peer mentor program for 4-6th grade students to help in primary SDC classrooms
10- Roll-out of PBIS program

Students to be Served by this Strategy/Activity

Actions 1, 2, 3, 4, 5, 6, 10- TK/Kindergarten-6th grade
Action 7- Students Grade 4-6, Upper SDC
Action 8- Students Grade 4-6
Action 9- Students Grade 4-6, Primary SDC

Timeline

Ongoing for the 2019-2020 school year

Person(s) Responsible

Action 1- Teachers, Administrators, PTA, Student Service
Action 2- Teachers, Administrators, PTA, School Counselor, School Psychologist
Action 3, 4 - Administrators, Teachers
Action 5- Teachers
Action 6- Teachers,, Administrators, School Psychologist
Action 7- Teachers, Administrators, School Psychologist, Counselor, SLPs, Aides
Action 8- Primary SDC teachers, Administration
Action 9- Teachers, Administrators, All Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	1308.75
Source	Per Pupil
Budget Reference	None Specified
Description	Character Strong Conference/ Materials

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DIS counselling for students with IEP services

Amount	100.00
Source	Per Pupil

Budget Reference	0000: Unrestricted
Description	Assemblies three times annually to recognize students
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Safe School curriculum/ use of Character Strong materials
Amount	1000.00
Source	Per Pupil
Budget Reference	0000: Unrestricted
Description	T-Shirts for staff and student participants
Amount	300
Source	Per Pupil
Budget Reference	0000: Unrestricted
Description	games

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Basic Conditions of Learning

Goal Statement

* Provide district purchased standards-based textbooks of Math, Language Arts, Social Studies and Science in both General Education and Special Education classrooms
* Support new teachers through our District Induction Program and PAR program
* Provide Learning Walks for all teachers with the focus of Rigor in Mathematics as selected by teachers and administrator input for 2018- 2020(on and off site observations)
* Maintain clean and safe facilities and request repairs based on site walk through by administration and head custodian as well as teacher/staff input and observations
* Provide annual school survey to parents

LCAP Goal

Provide an appropriate basic condition of learning.

Basis for this Goal

* Materials survey completed by administration confirming that standards-based textbooks of Math, Language Arts, and Social Studies are available for every student. NGSS Science materials purchased.
* 45-day Professional Planning Conferences, Triad Meetings for the Induction Program with new teachers and support providers, formal and informal observations, summative evaluation forms
* Submissions of data collection during Learning Walks, staff agendas showing evidence of staff reflections of learning walks, teacher input via Google Surveys for input toward and reflection of Learning Walks
* Summary of Open Work Orders through SchoolDude, monthly walk through of site with Head Custodian

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Provide teachers/students with state adopted, standards-based materials and supplemental Science Materials (Mystery Science, STEMscopes)

Students to be Served by this Strategy/Activity

Students in grades TK-6

Timeline

Ongoing for the 2019-2020 school year

Person(s) Responsible

Teachers, administrators, district administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Teachers inventory textbooks and materials, teachers let administrators know if additional materials are needed

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Formal and informal meetings and observations, feedback provided regarding effective instructional practices

Amount	0
Source	Per Pupil
Budget Reference	0000: Unrestricted
Description	Teachers will be surveyed by the end of the 2018-2019 school year to determine the focus for the 2019-2020 school year.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers submit IAQ surveys, staff relay concerns regarding facilities, SchoolDude system used for entering work orders, review of weekly open work order reports, parent survey

Amount	1600.00
Source	Site Based Gifts and Donations
Budget Reference	0000: Unrestricted
Description	Purchase of additional walkie talkies for students with safety issues

Strategy/Activity 2

2- Support for new teachers through our district Induction Program and Peer Assistance and Review

Students to be Served by this Strategy/Activity

Action 2- Students in grades K, 2, 4, and 5th grades

Timeline

Ongoing for the 2019-2020 school year

Person(s) Responsible

Action 2- Induction support teachers, PAR support teachers, administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3- Schedule Learning Walks for all teachers with a new focus for 2018-19

Students to be Served by this Strategy/Activity

Students in grades TK-6

Timeline

October- December 2019

Person(s) Responsible

Grade level teams in TK-6, administrators

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub release time for students to observe each others classrooms and teaching practices. Planning time immediately following.

Strategy/Activity 4

Maintain clean and safe facilities
Walk site with head custodian on a regular basis

Students to be Served by this Strategy/Activity

Students in grades TK-6

Timeline

Ongoing through the 2019-2020 school year.

Person(s) Responsible

Teachers, administrators, classified staff, custodial staff, district M&O

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

* Increase student achievement in English-Language Arts by 5% to 74% Met/Exceeded Standards as measured by 2017-18 CAASPP
* Increase student achievement in Mathematics by 5% to 59% Met/Exceeded Standards on 2017-18 CAASPP
* Increase student achievement for students with disabilities by 5% from 31% to 36% in ELA and from 25% to 30% in mathematics.
* Implement California State Standards in English Language Arts and Math
* Implement English Language Development (ELD) standards, and Implement California State Standards for Science and Physical Fitness.
* Students receive instruction in all curricular areas as evidenced by regular administrator walk through, formal and informal observations, and teacher implementation of layered activities.
* Increase student achievement in Science, Physical Education as evidenced by student achievement in grade level common assessments (all grades), SBAC results (grades 3-6), Physical Fitness
Testing (grade 5), and CELDT tests. No Science CST results (Grade 5) as we are transitioning to NGSS standards and the CAST. New Statewide assessments for EL students coming as well.
* Increase student achievement in Social Studies and VAPA standards as evidenced by student achievement in grade level common assessments and teacher observation.
* Increase student access/use of technology and teacher technology integration to meet District guidelines

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 and Math: * Teachers analyze data from the beginning of year and mid year assessments to establish and update their instructional program.Teachers develop lessons, and Layered Activities aligned to California State Standards	English Language Arts and Math: * Teachers analyzed data from the beginning of year and mid year assessments to establish and update their instructional program.Teachers developed lessons, and Layered Activities aligned to California State Standards	Wednesday CIP time, staff meeting time, use of core literature and Ready Common Core, Scholastic Reading Counts, Read Theory, and SRI None Specified None Specified 0	
* Teachers and Administrators analyze ELA/Math results from the new CAASPP assessment	* Teachers and Administrators analyzed ELA/Math results from the new CAASPP assessment	Wednesday CIP time, staff meeting time 1000-1999: Certificated Personnel Salaries District Funded 0	
* Teachers provide intervention for identified struggling students using	* Teachers provided intervention for identified struggling students using	Wednesday CIP time, staff meeting time, Classified aide support (2), additional supplemental support 2000-2999: Classified Personnel Salaries Per Pupil 3830.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
systematic flexible small group differentiated instruction with 2 instructional assistants. *Teachers provide intervention for identified struggling students using systematic flexible small group differentiated instruction with 2 instructional assistants. * Kindergarten teachers utilize instructional aides to assist in small group instruction * Purchase supplemental materials/programs for ELA and Math * Materials necessary for classrooms * Teachers continue Learning Walks and discussion of next steps in improving instruction and student achievement * Library media specialist provides weekly library access for all students. * Teachers are utilizing Interim Assessment Benchmarks and their results through the CAASPP system to drive instructional decisions	systematic flexible small group differentiated instruction with 2 instructional assistants. *Teachers provided intervention for identified struggling students using systematic flexible small group differentiated instruction with 2 instructional assistants. * Kindergarten teachers utilized instructional aides to assist in small group instruction * Purchased supplemental materials/programs for ELA and Math. These were used regularly throughout the year. Reports show improvement. We will see if CAASPP data supports this as well. * Materials purchased as requested that were necessary for classrooms * Leadership team conducted initial Learning Walk in the Fall. Staff meeting PD referred to rigor in mathematics. K-2 grade learning walks in April/May. 6th grade learning walks at Arroyo Seco JH in May. Grades 3-5 were given options based on request due to timing with learning walks and CAASPP testing schedule. * Library media specialist provides weekly library access for all students. * Teachers utilized Interim Assessment Benchmarks and their results through	Classified aide support (2)- Grades K-3 focus on ELA, Grades 4-6 focus on math 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5173.00	
		Classified aide support (3) 2000-2999: Classified Personnel Salaries Unrestricted 12000.00	
		Purchase Hearbuilders and Read Live online intervention programs, purchase Reflex Math, purchase additional materials for intervention purposes 0000: Unrestricted Site Based Gifts and Donations 1500.00	
		classroom supplies 4000-4999: Books And Supplies Per Pupil 29322.00	
		All staff to have sub release time to participate- LCAP funded 1000-1999: Certificated Personnel Salaries District Funded	
		All classes visit library for research and/or book selection 2000-2999: Classified Personnel Salaries District Funded	
		IABs used throughout the year. Teachers analyze data to help make instructional decisions None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	the CAASPP system to drive instructional decisions according to SUSD benchmark requirements. (Grades 3-6)		
English Language Development (ELD): * ELD cluster teachers receive substitute release time to administer ADEPT assessment * ELD cluster teachers receive substitute release time to administer CELDT/ELPAC assessment * Purchase supplies and materials to support ELD program * Provide Summer School opportunities at another site for students who qualify for support. * Provide planning time with ELD coach/TOSA to review Systematic ELD lessons (after school, CIP time, staff meetings) * Teachers receive refresher training to administer initial CELDT * Teachers receive training in allowing EL students access to core instruction	English Language Development (ELD): * ELD cluster teachers received substitute release time to administer ADEPT assessment * ELD cluster teachers received substitute release time to administer CELDT/ELPAC assessment * Purchased requested supplies and materials to support ELD program * Provided Summer School invitation for opportunities at another site for students who qualify for support. * We were unable to provide planning time with ELD coach/TOSA to review Systematic ELD lessons (after school, CIP time, staff meetings) due to substitute shortages. After school extra duty was offered. If extra time was left for subs for IEP's, they were offered to EL teachers. * Teachers received refresher training to administer initial CELDT/ELPAC * Teachers received training in allowing EL students access to core instruction	Substitute costs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00 Substitute costs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000.00 purchase additional supplies 4000-4999: Books And Supplies LCFF - Supplemental 734.00 Identified EL students are invited based on targeted instruction planned 1000-1999: Certificated Personnel Salaries District Funded Extra duty, extra pay for after school only 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 520.00 Summer training at DO 1000-1999: Certificated Personnel Salaries District Funded Sub release time to attend Constructing Meaning workshops (16 previous teachers and 3 new teachers) 1000-1999: Certificated Personnel Salaries District Funded	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Science: * Staff meeting and CIP time to collaborate with grade level colleagues to analyze science assessments. * PTA and Site share costs to provide science related field trip opportunities for different grade levels *Continue to restock science materials * Provide CIP planning time related to science (Investigating NGSS) * NGSS district committee and NGSS Steering Committee * Teachers analyze grade level common assessments to drive curriculum and make instructional decisions * All teacher provided Mystery Science in grades 3-5 * 6th grade teachers provided with STEMScopes science materials	Science: * Staff meeting and CIP time to collaborate with grade level colleagues to analyze science assessments. * PTA and Site shared costs to provide science related field trip opportunities for different grade levels *Restocked science materials as requested * Provided staff meeting professional development and follow-up Wednesday CIP planning time related to science (Investigating NGSS) * NGSS district committee and NGSS Steering Committee * Teachers analyzed grade level common assessments to drive curriculum and make instructional decisions * All teacher provided Mystery Science in grades 3-5 * 6th grade teachers provided with STEMScopes science materials. Training is needed.	Planning time None Specified None Specified 0	
		In house field trips 0000: Unrestricted Parent-Teacher Association (PTA)	
		Purchase new/replace needed Science materials 4000-4999: Books And Supplies Per Pupil 5000	
		Planning time 1000-1999: Certificated Personnel Salaries None Specified 0	
		2 teachers and 2 administrators attend NGSS district committee, 1 administrator is on NGSS Steering Committee 1000-1999: Certificated Personnel Salaries Per Pupil 1000.00	
		Planning time None Specified None Specified 0	
		use of pre-purchased two year Mystery Science Online curriculum None Specified None Specified	
		purchase of STEMScopes program 0001-0999: Unrestricted: Locally Defined Donations 2700.00	
Physical Education: *Planning time to meet PE standards of 200 min per every 10 days and turn in lesson plans	Physical Education: *Planning time to meet PE standards of 200 min per every 10 days and turn in lesson plans	Planning time None Specified None Specified 0	
		PE materials 4000-4999: Books And Supplies Per Pupil 2000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Restock necessary materials for SPARK program *Teachers given observation time with PE TOSA	* Purchased necessary materials for SPARK program *Teachers given observation time with PE TOSA- scheduled by TOSA visits	PE TOSA demonstrates PE lessons and gives recommendations for student activities that improve physical fitness and health 1000-1999: Certificated Personnel Salaries District Funded	
Social Studies: * Teachers analyze grade level common assessments to drive curriculum and make instructional decisions * Work with PTA to align FAME art program to Social Studies standards	Social Studies: * Teachers analyze grade level common assessments to drive curriculum and make instructional decisions * Worked with PTA to align FAME art program to Social Studies standards	planning time None Specified None Specified 0	
		Meetings with PTA/ Performing Arts Center None Specified None Specified 0	
Visual and Performing Arts: * Volunteer teachers attend Kennedy Arts Integration Consortium * Teachers integrate arts into the classroom * Teachers integrate arts into the classroom * Students attend specialized VAPA classes (aka FAME) from 8-13 weeks (most grades amended because of vetting of presenters), attend in-house and off-site performances through Performing Arts Center	Visual and Performing Arts: * Volunteer teachers attend Kennedy Arts Integration Consortium * Teachers continue to integrate arts into the classroom * Teachers integrate arts into the classroom * Students attended specialized VAPA classes (aka FAME) from 8-13 weeks	Training and implementation (6 teachers currently) None Specified District Funded	
		Program- Great Artist Program None Specified Parent-Teacher Association (PTA) 0	
		Art supplies for Great Artist Program 4000-4999: Books And Supplies Per Pupil 2000	
		Specialists through our partnership with PAC teacher 8-13 week classes, busses and entrance fees at PAC None Specified Parent-Teacher Association (PTA) 35000	
Technology: * Teachers instruct students 2 times weekly in computer lab * Student access to Chromebooks in classrooms for additional	Technology: * Teachers instructed students 2 times weekly in computer lab- amended schedule due to 1:1 chromebooks in 5th and 6th grades. Computer lab	Administrator schedule for teachers to sign up None Specified None Specified 0	
		Ongoing training for grade 1-6 None	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
integration into daily curriculum *Interactive Flat Panels (IFPs) * Teacher use of iPads for lesson delivery * Teachers use of online component of ELA and math curriculum * Teachers learning to use Google- Docs, Drive, Sheets, Google Classroom (Staff mtgs and professional development days through district) * Copier Contracts	times going forward will be for K-4th grade only. * Student access to Chromebooks in classrooms for additional integration into daily curriculum *Interactive Flat Panels (IFPs) * A few teachers use iPads for lesson delivery. We are wiping and pushing to SDC classes for students. * Teachers use of online component of ELA and math curriculum * Teachers learning to use Google- Docs, Drive, Sheets, Google Classroom (Staff mtgs and professional development days through district) * Copier Contracts	Specified District Funded Teacher ongoing professional development for use of for lesson delivery and technology integration None Specified District Funded Teachers integrate iPads with IFP's None Specified District Funded Ongoing professional development None Specified None Specified 0 Ongoing professional development None Specified District Funded lease for copying machines 5800: Professional/Consulting Services And Operating Expenditures Per Pupil 14634.00	
Increase student achievement on IEP goals: *Benchmarking completed by RSP and SLP to determine if progress is being made * Job alike meetings for support providers (RSP, SLP, OT, APE, Psychologists) * Read Naturally Live * Supplemental intervention materials for RtI in grades 4-6	Increase student achievement on IEP goals: *Benchmarking completed by RSP and SLP to determine if progress is being made * Job alike meetings for support providers (RSP, SLP, OT, APE, Psychologists) * Read Naturally Live is needed less in 5th and 6th grade we believe due to success of other reading programs used during RtI time.	Sub provided for RSP/SLP teachers to meet with teachers to discuss IEPs and classroom support 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00 RSP/SLP teachers assess students to ensure IEP goals and classroom support is helping student achievement None Specified District Funded 0 Training for RSP teachers to use and train teachers in grades 2-5	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	* Supplemental intervention materials for RtI in grades 4-6 (Hearbuilders, iReady, Read Live, Read Theory, Reflex Math)	5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 400.00	
		Additional RtI resources for struggling students 4000-4999: Books And Supplies LCFF - Supplemental 328.00	
Increase student achievement of students identified as GATE: * Coordinators arrange for and present GATE parent meetings * GATE assessment for all 3rd grade students and 4-6 recommended by teacher/parent * Newsletter to parents regarding GATE projects	Increase student achievement of students identified as GATE: * Coordinators arrange for and present GATE parent meetings- upcoming GATE meeting. Next year, minimum of two parent meetings- one at beginning of year, and one after universal screening. * GATE assessment for all 3rd grade students and 4-6 recommended by teacher/parent * Newsletter to parents regarding GATE projects- did not happen this year. It will be aligned with sub release time to discuss projects and develop newsletter for each trimester	Extra duty extra pay for parents meetings 1000-1999: Certificated Personnel Salaries LCFF - Base 256.00	
		Substitute release time for GATE teacher to administer online assessment 1000-1999: Certificated Personnel Salaries LCFF - Base 440.00	
		Development of tri-annual (from current annual) newsletter to better inform parents of GATE projects and differentiation 1000-1999: Certificated Personnel Salaries LCFF - Base 192.00	

Analysis

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

Most of the above was implemented this school year except for teacher release time for EL and GATE planning. This was due to a shortage in substitutes district wide.

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

We are reviewing reports from online intervention programs and practices. There are definitely areas to be improved, however, we are seeing success in the students who ahve been working through these programs. In addition, fewer upper grade students are needing these interventions because of the earlier interventions at this time. We will compare CAASPP data to see if these improvements are generalized into standardized testing formats.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

* Rollout of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and student created videos of behavioral expectations for the 2017-18 year
* Continued implementation of programs to encourage sense of safety and connectedness to school for students, parents, and staff, and maintenance of suspension rate below 1%. Programs shall include Circle of Friends, Peer Mentoring, Peer Buddies, Student Service, and PBIS.
* Provide parent workshops to increase parent understanding and support of student learning
* Increase student and parent engagement evidenced by parent attendance at school events,
* Decrease truancy from 18% to 16%
* Decrease chronic absenteeism (18 or more absences) from 3.2% to 2.4%

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
Parent Involvement: * Encourage parents to attend Awards Assemblies, FAME performances, and volunteering in classrooms. * Schedule and conduct parent meetings * Encourage parent involvement/participation in district wide meetings/committees * Provide instructional resources for parent/ families on weekly bulletins * Supplies for PBIS roll-out * Parent engagement/family nights	Parent Involvement: * Encouraged parents to attend Awards Assemblies, FAME performances, and volunteering in classrooms. * Scheduled and conducted parent meetings - Need to increase GATE parent meetings * Encouraged parent involvement/participation in district wide meetings/committees * Provided some instructional resources for parent/ families in school blasts and bulletins * Supplies have been minimal for PBIS roll-out * Parent engagement/family nights- hired TOSA's to	email, newsletters, fliers, phone calls None Specified None Specified 0	
		GATE, School Site Council, ELAC (sub costs/extra duty extra pay) 1000-1999: Certificated Personnel Salaries LCFF - Base 402.00	
		Information shared in parent emails from teachers and school bulletin None Specified None Specified 0	
		Information shared in school bulletin None Specified None Specified 0	
		T-shirts, posters, tickets, etc 4000-4999: Books And Supplies Per Pupil 2000.00	
		Brainstorm ideas with district parent engagement advisers,	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	conduct family engagement night regarding the Clever Portal, based on parent interest from survey. Parents and students logged into the Clever Portal and were able to see the various resources and practice programs available to students. Second night was a hands on Science investigative evening.	implement "3rd Night" for teachers to be parent/student education night 0000: Unrestricted Per Pupil 0	
Attendance: * Include comments regarding negative impact of absences and tardies on student report cards. * Provide Parent Education on the importance of attendance (notices and weekly bulletin). * Notify parents regularly of student attendance through phone calls, attendance letters and meetings (SART, DART, SARB).	Attendance: * Included comments regarding negative impact of absences and tardies on student report cards. * Provided Parent Education on the importance of attendance (notices and bulletin). * Notified parents regularly of student attendance through phone calls, attendance letters and meetings (SART, DART, SARB). District acknowledgement with improved attendance awards, follow up calls to parents, working with sheriff, etc.	Information shared on progress report cards None Specified None Specified 0 Information shared in bulletin None Specified None Specified 0 Letters generated if students have more than 3 tardies or 3 unexcused absences. Additional meetings and development of support plan if attendance does not change 0000: Unrestricted Per Pupil 200	
School Climate: * Provide assemblies to promote Character Building/Anti-Bullying education. (Think kindness) * Provide Counseling services and/or Social Skills to support school engagement and student achievement. * Recognize student achievement with	School Climate: * Provided assemblies to promote Character Building/Anti-Bullying education. Had prismatic laser show for anti bullying, Good Choices Assembly, DFY It Assembly for 6th grade, * Provided Counseling services and/or Social Skills to support school engagement and student achievement. Many	Prismatic Magic Laser Show None Specified Parent-Teacher Association (PTA) DIS counselling for students with IEP services 1000-1999: Certificated Personnel Salaries District Funded Assemblies three times annually to recognize students 0000:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
incentives and Awards Assemblies. * Allow for staff bonding activities at staff meetings. * Use of Cross-Grade Level Buddy Activities. * Encourage student service opportunities * Circle of Friends Program * Reinstate game table at lunch * Peer mentor program for 4-6th grade students to help in primary SDC classrooms * Roll-out of PBIS program	students on wait list or not having availability for a second session due to waiting list. * Recognize student achievement with incentives and Awards Assemblies. * Allow for staff bonding activities at staff meetings. * Use of Cross-Grade Level Buddy Activities during speaking and listening at the beginning of the year. * Encourage student service opportunities * Circle of Friends Program * Reinstate game table at lunch * Peer mentor program for 4-6th grade students to help in primary SDC classrooms * Roll-out of PBIS program	Unrestricted Per Pupil 549.00 Leadership recommended 0 Safe School curriculum 0 T-shirts and medals for student participants 0000: Unrestricted Per Pupil 540.00 T-shirts for student participants 0000: Unrestricted Per Pupil 540.00 games 0000: Unrestricted Per Pupil 299.00 T-shirts for student participants 0000: Unrestricted Per Pupil 500.00 T-shirts for student and staff, posters, signs 0000: Unrestricted Per Pupil 500.00	

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

* Provide district purchased standards-based textbooks of Math, Language Arts, Social Studies and Science
* Support new teachers through our District Induction Program and PAR program
* Provide Learning Walks for all teachers with the focus of Academic Language as selected by teachers and administrator input for 2017-2018
* Maintain clean and safe facilities and request repairs based on site walk through by administration and head custodian as well as teacher/staff input and observations
* Provide annual school survey to parents

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide teachers/students with state adopted, standards-based materials * Support for new teachers through our district Induction Program and Peer Assistance and Review * Schedule Learning Walks for all teachers with a new focus for 2018-19 * Maintain clean and safe facilities * Purchase of walkie talkies for remaining classrooms	Provided teachers/students with state adopted, standards-based materials * Supported new teachers through our district Induction Program and Peer Assistance and Review * Schedule Learning Walks for most teachers with a new focus for 2018-19 of math rigor- K-2 grade learning walks at grade level, 6th grade learning walks at Jr. high School, 3rd-5th voluntarily due to testing schedule, all school learning walk conducted by leadership team to see baseline in math. * Maintained clean and safe facilities- work orders being input and concerns being addressed. Continued issues with leaks while waiting for re-roofing project	Teachers inventory textbooks and materials, teachers let administrators know if additional materials are needed None Specified District Funded	
		Formal and informal meetings and observations, feedback provided regarding effective instructional practices None Specified None Specified 0	
		Teachers will be surveyed by the end of the 2017-2018 school year to determine the focus for the 2018-19 school year. 0000: Unrestricted Per Pupil 500.00	
		Teachers submit IAQ surveys, staff relay concerns regarding facilities, SchoolDude system used for entering work orders, review of weekly open work order reports, parent survey	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	* Purchase of additional walkie talkies for SDC classrooms and behavior team	None Specified None Specified 0	
		Some walkie talkies were already in classrooms. This purchase completes the purchase for remaining classrooms 0000: Unrestricted Site Based Gifts and Donations 4475.00	

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	122,072.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	1468.00	0.00
LCFF - Supplemental	16710.00	0.00
Per Pupil	50103.00	0.00
Unrestricted	10,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	15,391.00
LCFF - Base	1,468.00
LCFF - Supplemental	16,710.00
None Specified	1,800.00
Parent-Teacher Association (PTA)	25,000.00
Per Pupil	50,103.00
Site Based Gifts and Donations	1,600.00
Unrestricted	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	11,317.55
1000-1999: Certificated Personnel Salaries	15,690.00
2000-2999: Classified Personnel Salaries	17,840.45
4000-4999: Books And Supplies	42,724.25
None Specified	34,499.75

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	9,000.00
None Specified	District Funded	6,391.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,468.00
0000: Unrestricted	LCFF - Supplemental	7,817.55
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,820.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,010.45
4000-4999: Books And Supplies	LCFF - Supplemental	1,062.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	1,800.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	0.00
None Specified	Parent-Teacher Association (PTA)	25,000.00
0000: Unrestricted	Per Pupil	1,900.00
1000-1999: Certificated Personnel Salaries	Per Pupil	1,402.00
2000-2999: Classified Personnel Salaries	Per Pupil	3,830.00
4000-4999: Books And Supplies	Per Pupil	41,662.25
None Specified	Per Pupil	1,308.75
0000: Unrestricted	Site Based Gifts and Donations	1,600.00
2000-2999: Classified Personnel Salaries	Unrestricted	10,000.00

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
Katie Demsher	Principal
Jennifer Denzin	Parent or Community Member
Koren Hansen	Parent or Community Member
Brittany Calderon	Parent or Community Member
Jessica Coleman	Parent or Community Member
Lisa Pope	Parent or Community Member
Arian Best	Classroom Teacher
Denise Flores	Classroom Teacher
Adam Hollinger	Classroom Teacher
Dena Abbinanti	Other School Staff
Rose Villanueva	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.

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 04/15/2019.

Attested:

Principal, Katie Demsher on 05/01/2019

SSC Chairperson, Jennifer Denzin on 05/01/2019

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