

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kennedy Gardens Elementary School	13-63099-6099485	June 3, 2019	June 20, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

that outlines goals, strategies, activities, and related expenditures to increase overall student

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In collaboration with the school district, this plan is aligned with the District's Local Control and Accountability Plan. State and local data has been analyzed to assess the needs of our students; determine goals, strategies, and activities. It also includes supplemental services that will support students' academic achievement and a system for monitoring and evaluating the effectiveness of the plan achieving its goals.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Healthy Kids Survey is administered to 5th grade students, including parents, and staff. Data demonstrates that 67% of elementary students responded that their teachers hold high expectations; 48% are encouraged to do well; 85% of students believe they are academically motivated; and 85% said they wanted to do better even when the work was difficult. 92% of staff believe that our students can be successful; 94% encourage classroom participation; and 90% of teachers stated they were properly staffed and trained. This data is analyzed both at the school and district level to make better decisions regarding the programs, services, and activities we provide in our school.

Classroom Observations

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

Informal classroom observations occur once or twice a week and focus on various content areas, particularly ELA, ELD, and Math. Observations last between 7-10 minutes to identify types of instructional strategies implemented, the type of student work assigned and how it meets the objective; how students are assessed; and opportunities for academic discourse. Critical thinking is an area that needs to be further developed to increase the rigor of the lessons delivered.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the State level we administer SBAC, CAA, CAST, and CAA. At the school district level we administer Interim Assessments in Math, ELA, and Writing. Data is used to make instructional and curricular decisions and improve student achievement.

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

Assessment data from Benchmark Advance is used to lesson plan, share best practices, and make instructional decisions such as student grouping for English Language Development and Response to Intervention .

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

This is monitored at the District Level.

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

This is monitored and supported at the District Level.

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

Staff development has been aligned to the following: Common Core State Standards, English Language Arts/ELD Framework, Social Science Framework, Mathematics Framework, AVID Pathways, AVID Summer Institute, Costa's Levels of Thinking and Questioning, Icons of Depth and Complexity, Close Reading, Writing Calibration, Lesson Study, and Learning Walks.

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

Academic support teacher provides support on the following: Classroom observations, lesson study, data analysis, creation of interim assessments, grade level discussions, writing calibration, and unit/lesson planning, individual teacher coaching and reflective practice, and lesson demos.

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

Teachers voted and approved to bank minutes to build time into their schedule for grade level collaboration. Teachers meet and collaborate in professional learning communities to evaluate data, make instructional decisions, generate lessons and create a plan to monitor student academic progress.

Teaching and Learning

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

The curriculum, instruction, and materials in the content areas of Language Arts, Mathematics, Science and Social Studies are aligned to the Common Core State Standards with the use of the state- and district-adopted programs .

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

All schools follow the recommended instructional minute schedule as established by California Education Code. Instructional minutes are monitored at the site and district level for compliance.

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

Intervention courses are built into our daily master schedule. ELD - 45 minutes. Response to Intervention- 60 minutes. Pacing schedules are guided by the district adopted curriculum.

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

CUSD is a Williams compliant district. Each student has access to core curriculum text books and materials.

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

Language Arts: Core Program
Benchmark Advance K-5 Grade
StudySync 6th Grade

Alternative Program
Benchmark Adelante K-5

Mathematics: Core Program
Go Math – K-5th Grade
College Preparatory Math Course 1 - 6th Grade

Intervention Programs
Language Arts and Mathematics
Standards Plus - K-6th Grade
Read Naturally – K-6th Grade
iRead
ClassWorks
English in a Flash

Science
MacMillan McGraw Hill – K-6th

Social Science
Houghton Mifflin – K-6th Grade

Opportunity and Equal Educational Access

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

Services provided by the regular program to enable under-performing students to meet standards include the intervention programs: English in a Flash, iRead, ClassWorks, Read Naturally, and Standards Plus. An after school tutoring program for Language Arts (at-risk) and Math (at-risk) will be established to provide additional support. Students are grouped homogeneously and rotated through various intervention research based curriculum.

Evidence-based educational practices to raise student achievement

Intervention Programs:

Standards Plus → K-6th Grade

Read Naturally – K-6th Grade

iRead

Renaissance Learning (AR, AM, English in a Flash)

Front-Loading Strategies

Response to Intervention

Moby Max

Prodigy

Parental Engagement

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

Resources: Family, school, district, and community resources available to help these students include some of the following agencies: Family Resource Center (Behavioral Health, Social Services, Vista Sands, Probation), Enrique Camarena Public Library Tutoring Services, Migrant Tutoring, after school tutoring, Saturday Academy, SSTs (Student Study Team), SARB, Special Education classes, Conscious Discipline, Parent Institute, Adult ELD classes, School Site Council, English Learner Advisory Council, Migrant PAC, Child Protective Services, and District Council, IC Health Fair, IC Behavioral Health, Blackboard Connect.

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

Parents are involved in the school through monthly General Parent meetings, School Site Council, English Learners Advisory Committee and informal meetings. The plan is shared with teachers at staff meetings and with the school Leadership Team.

Funding

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

Focused After School Tutoring (ASES/SPARKS) is being funded through At-Risk monies and Title I. The focus is to assist students who are not meeting academic standards as assessed by SBAC, CAST, ELPAC. Also included are RTI and After-School Tutoring.

Fiscal support (EPC)

Federal Funding: Title I (School-Wide Program), General Fund

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

Elections were held on Back to School Night.

Leadership Team 11/13/19

- SPSA shared, discussed, and revised

School Site Council Meeting 11/14/18

- Read and revise plan
- Election of officers
- Approve preliminary budget

School Site Council Meeting 2/7/19

- Read, revise, approve School Safety Plan

School Site Council Meeting 5/8/19

- Review of District Interim Assessment data and Dashboard Data
- Approve final allocation

School Site Council Meeting 5/30/19

- Revisions of proposed 19-20 SPSA and budget
- Evaluation of 18-19 SPSA implementation
- Reading and input from council

School Site Council Meeting 6/3/19

- Reading and input from council

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	%	%			
Asian	0.7%	0.85%	0.36%	4	5	2
Filipino	%	%	%			
Hispanic/Latino	99.1%	98.98%	99.45%	562	585	545
Pacific Islander	%	%	%			
White	%	%	%			
Multiple/No Response	0.2%	0.17%	0.18%	1	1	1
Total Enrollment				567	591	548

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	88	92	94
Grade 1	73	67	79
Grade 2	73	80	70
Grade3	57	76	92
Grade 4	77	65	71
Grade 5	119	74	71
Grade 6	80	137	71
Total Enrollment	567	591	548

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	452	463	425	79.7%	78.3%	77.6%
Fluent English Proficient (FEP)	53	59	54	9.3%	10.0%	9.9%
Reclassified Fluent English Proficient (RFEP)	29	34	33	6.2%	7.5%	7.1%

Conclusions based on this data:

1. The percentage of reclassified Fluent English Proficient students has remained about the same in the last two years.
2. The percentage of English Learners decreased minimally.
3. A greater emphasis should be placed on English Language Development throughout the instructional day to increase reclassification numbers.

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	75	62	74	75	59	73	75	59	73	100	95.2	98.6
Grade 4	130	68	60	91	68	59	91	68	59	70	100	98.3
Grade 5	82	125	72	78	90	70	78	90	70	95.1	72	97.2
Grade 6	83	79	148	80	78	116	80	78	116	96.4	98.7	78.4
All Grades	370	334	354	324	295	318	324	295	318	87.6	88.3	89.8

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	2343.	2355.	2371.	3	3.39	2.74	9	11.86	19.18	15	27.12	32.88	73	57.63	45.21
Grade 4	2371.	2399.	2429.	1	4.41	8.47	8	16.18	23.73	19	20.59	23.73	73	58.82	44.07
Grade 5	2448.	2411.	2437.	4	2.22	7.14	24	15.56	12.86	24	27.78	28.57	47	54.44	51.43
Grade 6	2454.	2479.	2438.	3	5.13	3.45	20	20.51	10.34	23	33.33	26.72	55	41.03	59.48
All Grades	N/A	N/A	N/A	2	3.73	5.03	15	16.27	15.41	20	27.46	27.99	62	52.54	51.57

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	4	6.78	6.85	24	35.59	53.42	72	57.63	39.73	
Grade 4	2	11.76	15.25	35	48.53	52.54	63	39.71	32.20	
Grade 5	4	6.67	12.86	47	43.33	41.43	49	50.00	45.71	
Grade 6	5	8.97	3.45	44	46.15	35.34	51	44.87	61.21	
All Grades	4	8.47	8.49	38	43.73	44.03	59	47.80	47.48	

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	4	1.72	2.74	36	41.38	39.73	60	56.90	57.53
Grade 4	2	4.41	6.78	24	42.65	50.85	74	52.94	42.37
Grade 5	15	6.67	12.86	38	38.89	41.43	46	54.44	45.71
Grade 6	8	11.54	4.31	35	44.87	29.31	58	43.59	66.38
All Grades	7	6.46	6.29	33	41.84	38.36	60	51.70	55.35

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	4	5.08	4.11	47	61.02	67.12	49	33.90	28.77
Grade 4	1	2.94	13.56	51	48.53	59.32	48	48.53	27.12
Grade 5	5	2.22	2.86	63	53.33	54.29	32	44.44	42.86
Grade 6	4	5.13	5.17	58	61.54	47.41	39	33.33	47.41
All Grades	3	3.73	5.97	54	55.93	55.66	42	40.34	38.36

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	5	8.47	6.85	37	40.68	53.42	57	50.85	39.73
Grade 4	2	2.94	20.34	40	54.41	47.46	58	42.65	32.20
Grade 5	13	0.00	11.43	55	45.56	42.86	32	54.44	45.71
Grade 6	5	8.97	5.17	63	60.26	54.31	33	30.77	40.52
All Grades	6	4.75	9.75	48	50.51	50.31	45	44.75	39.94

Conclusions based on this data:

1. There has been steady improvement in the last three years.
2. Overall, students not meeting the standard has declined to 51%.
3. An area of improvement is writing where 55% of students did not meet the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	62	74	75	60	74	75	60	74	100	96.8	100
Grade 4	130	68	60	124	68	60	124	68	60	95.4	100	100
Grade 5	82	125	72	81	123	71	80	123	71	98.8	98.4	98.6
Grade 6	83	79	148	81	78	144	81	78	144	97.6	98.7	97.3
All Grades	370	334	354	361	329	349	360	329	349	97.6	98.5	98.6

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	2367.	2374.	2386.	1	1.67	1.35	9	16.67	13.51	28	33.33	39.19	61	48.33	45.95
Grade 4	2374.	2414.	2437.	0	2.94	8.33	4	10.29	16.67	17	36.76	38.33	79	50.00	36.67
Grade 5	2441.	2413.	2436.	0	0.00	2.82	10	2.44	5.63	28	20.33	28.17	63	77.24	63.38
Grade 6	2435.	2443.	2422.	4	0.00	0.00	6	5.13	2.78	28	32.05	30.56	62	62.82	66.67
All Grades	N/A	N/A	N/A	1	0.91	2.29	7	7.29	8.02	24	28.88	33.24	68	62.92	56.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	5.00	5.41	21	41.67	40.54	73	53.33	54.05
Grade 4	1	7.35	11.67	10	22.06	36.67	89	70.59	51.67
Grade 5	4	0.81	4.23	23	17.89	19.72	74	81.30	76.06
Grade 6	2	1.28	0.69	25	20.51	20.14	73	78.21	79.17
All Grades	3	3.04	4.30	19	23.71	27.22	79	73.25	68.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	6.67	5.41	33	48.33	32.43	65	45.00	62.16
Grade 4	2	4.41	13.33	32	33.82	48.33	66	61.76	38.33
Grade 5	3	0.81	4.23	29	24.39	30.99	69	74.80	64.79
Grade 6	4	1.28	0.69	33	30.77	27.78	63	67.95	71.53
All Grades	2	2.74	4.58	32	32.22	32.95	66	65.05	62.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.00	6.76	64	48.33	59.46	32	46.67	33.78
Grade 4	0	7.35	11.67	22	41.18	48.33	78	51.47	40.00
Grade 5	4	0.81	5.63	30	26.02	39.44	66	73.17	54.93
Grade 6	4	0.00	0.00	47	47.44	30.56	49	52.56	69.44
All Grades	3	2.74	4.58	38	38.30	41.55	59	58.97	53.87

Conclusions based on this data:

1. Based on the data, 4th grade has made significant improvement in applying mathematical concepts and procedures.
2. Academic achievement in mathematics has increased in the last three years across grade levels.
3. The number of students achieving at or near standard has increased steadily in the past three years.

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	1401.0	1413.4	1371.9	85
Grade 1	1410.8	1426.8	1394.4	56
Grade 2	1459.0	1450.2	1467.2	60
Grade 3	1473.2	1459.4	1486.5	52
Grade 4	1497.2	1486.1	1507.8	32
Grade 5	1525.2	1514.4	1535.3	47
Grade 6	1468.5	1432.9	1503.7	106
All Grades				438

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	*	*	24	28.24	33	38.82	20	23.53	85
Grade 1	*	*	16	28.57	15	26.79	20	35.71	56
Grade 2	18	30.00	16	26.67	*	*	16	26.67	60
Grade 3	*	*	19	36.54	*	*	22	42.31	52
Grade 4	*	*	13	40.63	*	*	*	*	32
Grade 5	18	38.30	21	44.68	*	*	*	*	47
Grade 6	*	*	21	19.81	20	18.87	59	55.66	106
All Grades	62	14.16	130	29.68	103	23.52	143	32.65	438

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	16.47	31	36.47	23	27.06	17	20.00	85
Grade 1	*	*	13	23.21	16	28.57	17	30.36	56
Grade 2	19	31.67	18	30.00	11	18.33	12	20.00	60
Grade 3	*	*	18	34.62	13	25.00	13	25.00	52
Grade 4	*	*	14	43.75	*	*	*	*	32
Grade 5	21	44.68	20	42.55	*	*	*	*	47
Grade 6	15	14.15	20	18.87	18	16.98	53	50.00	106
All Grades	96	21.92	134	30.59	91	20.78	117	26.71	438

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	*	*	*	*	45	52.94	27	31.76	85
Grade 1	*	*	14	25.00	12	21.43	27	48.21	56
Grade 2	17	28.33	14	23.33	*	*	21	35.00	60
Grade 3	*	*	*	*	20	38.46	21	40.38	52
Grade 4	*	*	14	43.75	*	*	11	34.38	32
Grade 5	13	27.66	22	46.81	*	*	*	*	47
Grade 6	*	*	*	*	28	26.42	61	57.55	106
All Grades	49	11.19	91	20.78	128	29.22	170	38.81	438

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	32	37.65	44	51.76	*	*	85
Grade 1	20	35.71	22	39.29	14	25.00	56
Grade 2	27	45.00	26	43.33	*	*	60
Grade 3	*	*	32	61.54	11	21.15	52
Grade 4	11	34.38	19	59.38	*	*	32
Grade 5	26	55.32	19	40.43	*	*	47
Grade 6	13	12.26	52	49.06	41	38.68	106
All Grades	138	31.51	214	48.86	86	19.63	438

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	14.12	49	57.65	24	28.24	85
Grade 1	*	*	26	46.43	25	44.64	56
Grade 2	12	20.00	31	51.67	17	28.33	60
Grade 3	13	25.00	25	48.08	14	26.92	52
Grade 4	13	40.63	14	43.75	*	*	32
Grade 5	25	53.19	19	40.43	*	*	47
Grade 6	18	16.98	30	28.30	58	54.72	106
All Grades	98	22.37	194	44.29	146	33.33	438

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	*	*	59	69.41	22	25.88	85
Grade 1	*	*	20	35.71	27	48.21	56
Grade 2	21	35.00	15	25.00	24	40.00	60
Grade 3			26	50.00	26	50.00	52
Grade 4	*	*	16	50.00	12	37.50	32
Grade 5	*	*	31	65.96	*	*	47
Grade 6	*	*	13	12.26	83	78.30	106
All Grades	58	13.24	180	41.10	200	45.66	438

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	20	23.53	37	43.53	28	32.94	85
Grade 1	*	*	32	57.14	22	39.29	56
Grade 2	16	26.67	26	43.33	18	30.00	60
Grade 3	*	*	29	55.77	14	26.92	52
Grade 4	12	37.50	16	50.00	*	*	32
Grade 5	24	51.06	21	44.68	*	*	47
Grade 6	*	*	74	69.81	26	24.53	106
All Grades	89	20.32	235	53.65	114	26.03	438

Conclusions based on this data:

1. The data indicates that most students perform at the Somewhat/Moderately Developed level in all Domains.
2. 45% of students performed at the Beginning level in the Reading Domain.
3. The data indicates that 53% of students performed at the Somewhat/Moderately Developed level in the Writing Domain.

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
591	91.2%	78.3%	1.2%
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	463	78.3%
Foster Youth	7	1.2%
Homeless	22	3.7%
Socioeconomically Disadvantaged	539	91.2%
Students with Disabilities	60	10.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	0.8%
Hispanic	585	99.0%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Dashboard data indicates that an area of high concern in chronic absenteeism.
2. The suspension rate is in an area of concern and may also contribute to chronic absenteeism.
3. Dashboard data shows we have made slight progress, but students are still performing below standards in ELA and Mathematics.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 65.2 points below standard Increased 7.5 points 297 students	English Learners  Yellow 68 points below standard Increased 5.4 points 265 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 76.3 points below standard 17 students	Socioeconomically Disadvantaged  Yellow 69.1 points below standard Increased 7.3 points 272 students	Students with Disabilities  No Performance Color 118.2 points below standard Increased 28 points 30 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 65.9 points below standard Increased 7.3 points 294 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 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 104.9 points below standard Maintained 2.2 points 182 students	Reclassified English Learners 12.9 points above standard Maintained -2.6 points 83 students	English Only 51.1 points below standard Increased 13.9 points 29 students

Conclusions based on this data:

1. All subgroups have made progress in ELA.
2. When compared with last year's English Learners, current and Reclassified have not made progress.
3. All subgroups are performing below standard in ELA.

School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 80.6 points below standard Increased 9.1 points 300 students	 Yellow 81.5 points below standard Increased 8.2 points 267 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 81.6 points below standard 17 students	 Yellow 82.2 points below standard Increased 8.4 points 274 students	 No Performance Color 159.2 points below standard Declined -6.5 points 31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 81.1 points below standard Increased 9.2 points 297 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 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 104.4 points below standard Increased 8 points 184 students	Reclassified English Learners 30.9 points below standard Maintained -0.7 points 83 students	English Only 81.5 points below standard Increased 11.7 points 30 students

Conclusions based on this data:

1. Dashboard data indicates all subgroups are performing below grade level.
2. All subgroups have made slight progress in Mathematics.
3. The distance below grade level is greater in Mathematics than 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
438	14.2%	29.7%	23.5%	32.6%

Conclusions based on this data:

1. The data shows that students performed mostly at level 2 and 3 which may affect their overall academic performance.
2. Only 14% of our students have performed at level 4, Well Developed.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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
 Red 30.1% chronically absent Increased 19.2% 631 students	 Red 30.5% chronically absent Increased 18.8% 491 students	 No Performance Color 35.7% chronically absent Increased 17% 14 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 48.6% chronically absent 37 students	 Red 30.9% chronically absent Increased 19.4% 583 students	 Red 39.5% chronically absent Increased 23% 76 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  Red 30.1% chronically absent Increased 19.1% 625 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students

Conclusions based on this data:

1. Students with disabilities subgroup has the highest percent of chronically absent students.
2. 30.5% of English Language Learners are chronically absent.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Curriculum, Instruction, & Assessment

LEA/LCAP Goal

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 3: By 2005-06 (2016-17), all students will be taught by highly qualified teachers.

LEA Goal 5: All students will graduate from high school.

LCAP GOALS:

LCAP Goal 1: To provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

LCAP Goal 2: Our students will be 21st century technology ready, competent learners in technology, demonstrate excellence in digital citizenship and master digital literacy skills.

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

Goal 1

To provide equitable access to a well-rounded, standards-aligned curriculum, including the integration of digital literacy and citizenship, to ensure increased student achievement and promote college and career readiness as measured by state and district assessments.

Identified Need

What data did you use to form this goal?

State assessments (CAASP, ELPAC) and Dashboard data versus achievements, surveys from parents, staff, and verbal surveys from students. SSC and ELAC input.

What were the findings from the analysis of this data?

School needs to focus on implementing current common core standards for future success of students. Students need intervention to address gaps.

How will the school evaluate the progress of this goal?

Continue to monitor benchmarks, state assessments, surveys while monitoring the effect of previous actions/tasks.

Where can a budget plan of the proposed expenditures for this goal be found?

School main office.

SSC, ELAC, meeting agendas/minutes.

STRATEGY: -Elementary School will implement cycle of assessments and analyze student achievement in content areas to align actions to student needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator, ELA Distance from the Standard	All: 65.2 EL: 68 Socioeconomically Disadvantaged: 69.1 Hispanic: 65.9 Students with Disabilities: 118.2	All: 55 EL: 58 Socioeconomically Disadvantaged: 59 Hispanic: 55 Students with Disabilities: 108
Academic Indicator, Math Distance from the Standard	All: 80.6 EL: 81.5 Socioeconomically Disadvantaged: 82.2 Hispanic: 81.1 Students with Disabilities: 159.2	All: 70 EL: 71 Socioeconomically Disadvantaged: 72 Hispanic: 71 Students with Disabilities: 149

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students inclusive of subgroups.

Strategy/Activity

1. Participate in Professional Learning Committees at all levels.

Professional learning committees will meet during the school year to discuss and review school goals. Committees include, but are not limited to,

Leadership committee—8 teachers to meet once a trimester

Safety Committee—8 teachers to meet twice a year

AR Committee—3-5 teachers to meet at least twice a year

AVID Site Team—8 teachers to meet once a trimester

MTSS Core Committee—3 teachers + AST, Counselor

School Site Council/ELAC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	General Fund 1000-1999: Certificated Personnel Salaries Substitutes (1170) LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

2. All Students, inclusive of all subgroups (Migrant, Foster Youth, Homeless, ELL, etc) will have additional support to address their individual learning needs

Provide intervention programs to students that need additional support. To address student's individual learning needs, we will renew licenses and provide teachers with materials for intervention, such as but not limited to:

iRead	Classworks
Renaissance	Starfall
Science Kits	English in a Flash
BrainPop	Imagine Learning
MobyMax	Classroom sets of Accelerated Reader books

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16000	4000-4999: Books And Supplies
2000	5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students inclusive of all subgroups.

Strategy/Activity

3. Provide extended day learning opportunities such as, but not limited to, tutoring, and academic enrichment for all students including subgroups (Migrant, Foster Youth, Homeless, ELL, etc). Also, extended opportunity for social skills learning.

Coordinate with district supplemental programs such as Migrant, ASES, ELL, etc. to determine needs and to work collaboratively on objectives.

Offer after school tutoring for students who need additional support in ELA and Mathematics.

Offer enrichment classes to challenge and motivate students and engage them in continuous learning— STEM, STEAM, Robotics, Google Academy, Technology, Music, Dance, Art, among other subjects.

Offer social skills intervention during the school day. Counselor will lead small group interventions to address student deficits in positive social relationships—communication skills, problem-solving, decision making, self-management, and peer relations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5296	1000-1999: Certificated Personnel Salaries
1500	4000-4999: Books And Supplies

Strategy/Activity 4

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

Strategy/Activity

4. Provide services to pre- kindergarten students to support their transition and success in Kindergarten

Offer kinder academy/orientation before the start of the school year to help students transition into the kinder classroom and lower their anxiety about school while informing parents of kinder expectations and how they can support their children.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served.

Strategy/Activity

5. Implement and monitor RTI to support all students including subgroups (Migrant, Foster Youth, Homeless, ELL, etc) with learning and behavioral needs. *

During RTI, teachers will provide targeted and individualized intervention to accelerate student learning through tiered instruction and with the assistance of adaptive technology. Implementation and monitoring of RTI will require renewal of licenses and materials and supplies for intervention such as but not limited to:

iRead
Classworks
Accelerated Math
Brain Pop
English in a Flash
Starfall,
Draw and Tell
Letter School
Classroom supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,000	4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be served.

Strategy/Activity

6. Participate in professional development to increase understanding of teaching and learning in order to maintain highly qualified teachers.

Counselor will attend training to support school environment (in Goal 2)

- CASCA Conference
- Social Emotional Learning
- Restorative Practices

Crisis Prevention Intervention (CPI) training for staff that is interested and/or works with children with needs.

Autism Spectrum Disorders, Applications of Non-Violent Crisis Intervention

College Preparatory Mathematics (CPM) 6th grade teachers—provide substitute coverage for all sixth grade teachers to attend training.

CMC-Mathematics Training

AVID Trainings—Summer Institutes & Local Trainings,

ELL Institute Training

Meeting the Needs of ELLs

ASES—train staff on strategies to promote engagement and classroom management

Math and ELA Training offered by ICOE

Autism in the General Classroom

What's and What Nots of ADHD

Conscious Discipline

Purchase of Tier 2 Intervention Curriculum and Training

- Suite 360 Intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13000	5200 Travel and expenditures
750	1170 Substitutes

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All students inclusive of all subgroups.

Strategy/Activity

7. Academic Support Teacher will continue * to provide support to staff with implementation of all programs, curriculum, and initiatives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100666	2170 AST salary

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

8. English Language Intervention Teacher will provide supplemental English Language Development services to students who are at risk of becoming Long Term English Learners, or are existing Long Term English Learners.

Continue to provide services by an English Language Intervention Teacher-- salary and benefits- 15% from site Title 1 budget

ELIT teacher will provide small group instruction to at-risk ELL learners to improve support in the areas of Listening, Speaking, Reading and Writing. ELIT will assess and monitor student progress and work with the regular classroom teacher to ensure students' learning needs are addressed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28085	1110 ELIT

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All students inclusive of all subgroups.

Strategy/Activity

9. Staff will collaborate and/reflect on teaching and learning.

Teachers will be pulled out by grade levels at least twice a year to collaborate on curriculum scope and sequence, lesson studies, writing calibration, data analysis, and share/learn best teaching practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7503	1000-1999: Certificated Personnel Salaries Substitutes (1170)

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All students inclusive of all subgroups.

Strategy/Activity

10. Create pathways for early College and Career Readiness at the elementary level.

Educational Fieldtrips: Offer learning experiences outside the regular classroom such as educational field trips to Smart Farm, The Living Desert, Museums, Zoo, local Science centers,

College and Career Fairs—organize fairs to encourage interactions with professionals and promote a college going culture and explore career options.

UC/CSU/JC—college trips to encourage interest in the pursuit of higher education

College and Career Fair at Imperial Valley College

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCAP

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

11. Support student learning with the use of supplemental technology and resources * to improve academic learning during intervention, extended day, ASES for all subgroups (Migrant, Foster Youth, Homeless, ELLs, etc) in specific areas that address data concerns and current trends in education such as implementing collaboration, creativity, communication, and critical thinking.

Teachers will provide targeted and individualized intervention to accelerate student learning through tiered instruction and with the assistance of adaptive technology.

This intervention may occur during RTI or during the extended day (after school) programs. Implementation of this student intervention will require additional materials and supplies to supplement the core curriculum and provide support to student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

22462

4000-4999: Books And Supplies

2000

5000-5999: Services And Other Operating Expenditures

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PUPIL ENGAGEMENT AND SCHOOL CLIMATE

LEA/LCAP Goal

LEA Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP GOALS:

LCAP Goal 4: Pupil engagement will improve through a safe learning environment and positive school climate

Goal 2

Pupil engagement will improve through a safe learning environment and positive school climate as measured by surveys, discipline and attendance data.

STRATEGY: -Elementary School will use a district safety committee to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Identified Need

What data did you use to form this goal?

Healthy Kids survey results from staff, parents, and students, Parent surveys on climate, suspension rates, intervention data, attendance data, Safety Committee feedback and drill results.

What were the findings from the analysis of this data?

A need for positive intervention program, reduce suspensions or implement more intervention before suspensions, plan for increasing attendance rates, more variety of drill practices.

How will the school evaluate the progress of this goal?

Changes of surveys, discipline, and attendance data.

Where can a budget plan of the proposed expenditures for this goal be found?

School main office.

SSC, ELAC, meeting agendas/minutes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic	All: 30.1	All: 25
Engagement/Chronic	EL: 30.5	EL: 25.5
Absenteeism	Socioeconomically	Socioeconomically
	Disadvantaged: 30.9	Disadvantaged: 25.9
	Students with Disabilities: 39.5	Students with Disabilities: 34.9

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic:30.1	Hispanic:25.1
Healthy Kids Survey	67% of students reported their teachers hold them to high expectations. 48% of students reported they are encouraged to do well.	77% of students reported their teachers hold them to high expectations. 58% of students reported they are encouraged to do well.
Suspension Rate	All: 1.1% EL: 1.4% Hispanic: 1.1% Socioeconomically Disadvantaged: 1.1% Students with Disabilities: 2.6%	All: .91% EL: 1 Hispanic: .91% Socioeconomically Disadvantaged: .91% Students with Disabilities: 1.8%
Attendance	95.1% average 2018-2019	95.6% average 2019-2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

1. Implement positive behavior support * programs for all students including subgroups (Migrant, Foster Youth, Homeless, ELL's, etc) and/or initiatives, while following district behavior support programs

- Trainings in Goal 1
- Anti-Drug Presentations/Assemblies
- Conscious Discipline
- Suite 360/Suite 360 Intervention
- PBIS
- Restorative Practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

2. Promote attendance, * engagement, health, culture, character, achievement, and societal awareness for all students including subgroups (Migrant, Foster Youth, Homeless, ELL's, etc).

- Offer Attendance recognition to students to motivate them to continue to engage in school. Activities may include, but are not limited to, monthly pizza parties for the class with best attendance, perfect attendance certificates, tags, water bottles, movie night, trips to the local swimming pool, movie theatre
- Recognize students for demonstrating growth and achieving at high levels in the areas of ELA, Math, Science, History and Socially —Student of the Month, Citizen of the Month, Honor Roll certificates, Growth Awards, medals, ribbons, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCAP Attendance

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

3. Promote a safe learning environment for all students including subgroups (Migrant, Foster Youth, ELL's, etc) by providing training in the areas of social and emotional well-being, health, and safety.

- Counselor presentations—classroom and assemblies—Counselor introduction; character traits and 7 Habits; Test Anxiety;
- School wide assemblies—Bully Prevention, School Rules Assembly,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

613

4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

4. School climate will improve by student participation in extracurricular activities or presentations.*

- School athletic coordinator to
- Cheer Advisor
- Activities Coordinator
- Also see Goal 1 Action 3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCAP Intramurals

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5. Review and update School Safety Plan to provide a safe environment for all stakeholders.

- Safety Committee will meet twice a year to review and update School Safety Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCAP Safety

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

6. Individual learning/behavior plan meetings will be held to support students based on individual needs.

Meet with parents and teachers of students that are at-risk academically, socially & emotionally, and/or behaviorally to provide interventions to support students and families.

- SST meetings
- FRC Referrals
- IEP's; 504's
- SART meetings
- SARB meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PARENT INVOLVEMENT

LEA/LCAP Goal

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LEA Goal 5: All students will graduate from high school

LCAP GOALS:

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

LCAP Goal 5: Increase parent involvement and leverage parent involvement to directly support student learning.

Goal 3

Increase and leverage parent involvement to directly support student learning as measured by surveys and participation.

STRATEGY: -Elementary School will coordinate efforts, educate and empower parents, enabling them to access resources needed by their family, advocate for themselves and their children, and understand their rights and responsibilities as parents.

Identified Need

What data did you use to form this goal?

Surveys such as Healthy Kids Survey from parents, Title 1, SSC, ELAC meetings, parent verbal feedback, data on attendance at meetings/trainings/presentations.

What were the findings from the analysis of this data?

Parents request more trainings on serving their students. Parents ask for childcare at trainings, translations available, increase of communication by different modes. Parents attend when function is highly publicized, when promoted by staff, and when students are showcased at event.

How will the school evaluate the progress of this goal?

Progress will be evaluated by surveys, meetings, feedback, and attendance at events.

Where can a budget plan of the proposed expenditures for this goal be found?

School main office.

SSC, ELAC, meeting agendas/minutes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting Attendance	General Parent Meeting Average 25 parents	General Parent Meeting Average 35 parents

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

1. Communicate with families to promote student learning. Collaborate with ASES in regards to events so communication is extended to after school.

Maintain communication with parents by conducting parent events such as Back To School Night, Open House, Parent Picnic, & General Parent Meetings. Provide parents notifications via supplemental flyers, calendars, student agendas, and provide incentives to increase parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	5000-5999: Services And Other Operating Expenditures
1741	4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

2. Provide opportunities for families to participate in the classroom and school community.

Increase parent involvement by promoting participation in

- General/Grade Level Parent Meetings and training
- School Site Council (SSC)
- English Language Advisory Committee(ELAC)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Provide parent trainings to increase parent involvement.

Teachers, counselor, AST, ELIT, Principal will provide parent trainings to promote parent involvement and inform parents on how to support their children. This will require materials and supplies and parent incentives. Topics may include:

Parent Vue in Synergy

Renaissance Home Connect

A-G Requirements

Behavior Guidelines

Family Nights (Literacy, Art, Math, Science)

Drug Awareness/Prevention

SBAC Family Workshop

ELPAC Family Workshop

Parent Digital Citizenship Workshop

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

1170

Certificated stipends

937

4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students inclusive of all subgroups.

Strategy/Activity

4. Have SARC and SPSA updated for parents to view. *

Contract Axiom and doc-tracking services for updated SARC and SPSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1050

5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,329.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$3,999.00
Title I Part A: Parent Involvement	\$2,068.00

Subtotal of additional federal funds included for this school: \$6,067.00

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

State or Local Programs	Allocation (\$)
	\$220,262.00
General Fund	\$7,000.00

Subtotal of state or local funds included for this school: \$227,262.00

Total of federal, state, and/or local funds for this school: \$233,329.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	220,262.00
General Fund	7,000.00
Title I	3,999.00
Title I Part A: Parent Involvement	2,068.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,099.00
1110	28,085.00
1170	1,050.00
2000-2999: Classified Personnel Salaries	1,000.00
2170	100,666.00
4000-4999: Books And Supplies	64,479.00
5000-5999: Services And Other Operating Expenditures	1,900.00
5200	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,050.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries		12,799.00
1110		28,085.00
1170		1,050.00
2170		100,666.00
4000-4999: Books And Supplies		60,012.00
5000-5999: Services And Other Operating Expenditures		1,600.00
5200		13,000.00
5800: Professional/Consulting Services And Operating Expenditures		3,050.00
1000-1999: Certificated Personnel Salaries	General Fund	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	300.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	2,499.00
5000-5999: Services And Other Operating Expenditures	Title I	200.00
None Specified	Title I	0.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,968.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	100.00
None Specified	Title I Part A: Parent Involvement	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,762.00
Goal 2	1,113.00
Goal 3	2,387.00
Goal 4	4,012.00
Goal 5	2,055.00

School Site Council Membership

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

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

Name of Members	Role
Diana Hernandez	Parent or Community Member
Ariadna Montoya	Parent or Community Member
Stella Jimenez	Parent or Community Member
Claudia Bernal	Classroom Teacher
Veronica Martinez	Classroom Teacher
Kenia Gomez	Classroom Teacher
Martha Morales	Other School Staff
Elvia Fuentes	Principal

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
Other: Leadership Team

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 June 20, 2019.

Attested:



Principal, Elvia Fuentes on June 5, 2019

SSC Chairperson, Ariadna Montoya on June 5, 2019