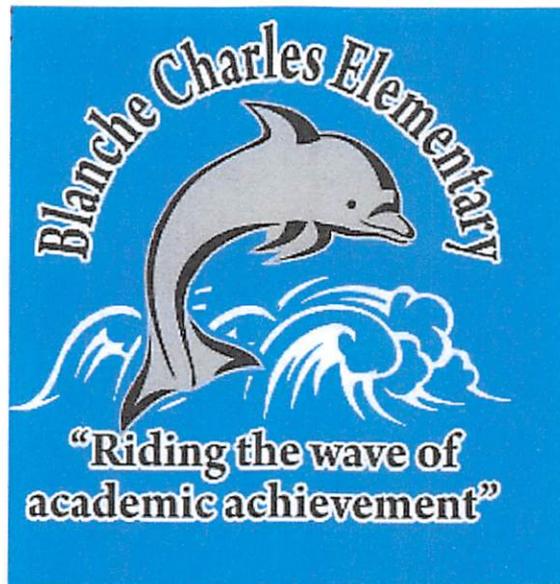


Blanche Charles Elementary School



Single Plan for Student Achievement 2018-2019

The Single Plan for Student Achievement

School: Blanche Charles Elementary School

District: Calexico Unified School District

County-District School (CDS) Code: 13-63099-6106975

Principal: Siria Hurtado

Date of this revision: May 30, 2019

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

| | |
|-------------------|-------------------------------------|
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The District Governing Board approved this revision of the SPSA on June 20, 2019.



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School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | | | | 17 | | | 17 | *** | 25 | | *** | 75 | 67 |
| 1 | | 1 | 2 | 6 | 6 | 18 | 15 | 27 | 27 | 27 | 18 | 21 | 52 | 48 | 32 |
| 2 | 5 | 4 | 2 | 29 | 22 | 13 | 31 | 43 | 38 | 16 | 26 | 34 | 19 | 6 | 13 |
| 3 | 10 | 11 | 5 | 16 | 32 | 23 | 53 | 39 | 52 | 10 | 13 | 11 | 11 | 5 | 9 |
| 4 | 10 | 14 | 8 | 29 | 35 | 36 | 38 | 37 | 41 | 14 | 8 | 5 | 9 | 6 | 10 |
| 5 | 17 | 7 | 11 | 24 | 46 | 36 | 41 | 24 | 31 | 10 | 15 | 19 | 7 | 9 | 3 |
| 6 | 2 | 4 | 9 | 18 | 30 | 26 | 29 | 56 | 36 | 19 | | 9 | 32 | 11 | 19 |
| Total | 6 | 6 | 6 | 20 | 26 | 24 | 34 | 35 | 37 | 17 | 15 | 17 | 22 | 17 | 17 |

Conclusion based on data:

1. Based on the number of students tested in each grade level, a small percent scored at the Advances and Early Advances required for reclassification.

Barriers:

1. Students seldom speak English outside school environment.
2. Social interaction in and out of the community are mostly in their primary language.
3. Lack of continuous training on new ELD Standards.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | | | 2 | 2 | | 8 | 16 | 17 | 27 | 4 | 83 | 63 | 78 |
| 1 | | 2 | 2 | 6 | 7 | 17 | 15 | 24 | 25 | 26 | 14 | 19 | 54 | 52 | 38 |
| 2 | 4 | 3 | 2 | 28 | 20 | 12 | 29 | 42 | 41 | 15 | 25 | 31 | 24 | 8 | 14 |
| 3 | 10 | 10 | 6 | 16 | 30 | 21 | 54 | 42 | 48 | 10 | 12 | 13 | 11 | 7 | 13 |
| 4 | 10 | 13 | 7 | 27 | 35 | 34 | 35 | 37 | 39 | 16 | 8 | 5 | 11 | 8 | 15 |
| 5 | 19 | 6 | 11 | 22 | 46 | 36 | 41 | 21 | 31 | 9 | 13 | 19 | 9 | 13 | 3 |
| 6 | 1 | 4 | 10 | 14 | 29 | 29 | 24 | 54 | 33 | 16 | | 9 | 44 | 14 | 19 |
| Total | 5 | 5 | 5 | 17 | 22 | 21 | 29 | 31 | 33 | 16 | 15 | 15 | 34 | 26 | 26 |

Conclusion based on data:

1. Based on the data, most students remain in the intermediate level.

Barriers:

1. Students seldom speak English outside school environment.
2. Social interaction in and out of the community are mostly in their primary language.
3. Lack of continuous training on new ELD Standards.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

| Fall 2017 Equity Report | | | |
|---------------------------------|---|----------------------|------------------------------|
| State Indicators | All Students Performance | Total Student Groups | Student Groups in Red/Orange |
| Chronic Absenteeism | N/A | N/A | N/A |
| Suspension Rate (K-12) |  | 5 | 0 |
| English Learner Progress (1-12) |  | 1 | 1 |
| College/Career (9-12) | N/A | N/A | N/A |
| English Language Arts (3-8) |  | 3 | 0 |
| Mathematics (3-8) |  | 3 | 3 |

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusion based on data:

- 1. Based on the data, all subgroups remain to be in the yellow level.**
- 2. Based on the data, students in grades third-sixth grade scored lower in Math than Language Arts.**
- 3. Based on the data, our school suspension rate scored blue level being the highest.**

Barriers:

- 1. District adopted a new math curriculum.**
- 2. Students are missing foundational skills to be able to apply it in math.**
- 3. Lack of continuous training on Mathematical practices.**

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

| Fall 2017 English Learner Progress Status and Change Report | | | | |
|---|---|--------------------|-----------------|-------------------|
| State Indicators | Student Performance | Number of Students | Status | Change |
| English Learner |  | 342 | Medium 70.8% | Declined -2.7% |

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

| Fall 2017 English Learner Progress Report | | | |
|---|---|----------------------------------|---------------------------|
| State Indicators | Students Performance | Status | Change |
| Chronic Absenteeism | N/A | N/A | N/A |
| Suspension Rate (K-12) |  | Very Low 0% | Declined -0.9% |
| English Learner Progress (1-12) |  | Medium 70.8% | Declined -2.7% |
| English Language Arts (3-8) |  | Low 39.4 points below level 3 | Increased +5.9 points |
| Mathematics (3-8) |  | Low 53.9 points below level 3 | Maintained +0.8 points |

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Based on data, English Language Learners progress declined 2.7%.
2. Based on the data, we maintained by .8 points in mathematics.
3. Based on the data, we increased 5.9 points in English Language Arts.

Barriers:

1. School attendance has dropped this past year.
2. Students' limited knowledge on mathematical application
3. Limited staff development in best mathematical practices.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

| Fall 2017 English Language Arts Status and Change Report | | | | |
|--|---|--------------------|-------------------------------------|--------------------------|
| State Indicators | Student Performance | Number of Students | Status | Change |
| English Language Arts (3-8) |  | 275 | Low 36.9 points below level 3 | Increased +5.8 points |

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

| Fall 2017 English Language Arts Report | | | | |
|--|---|--------------------|--|--------------------------|
| Student Group | Student Performance | Number of Students | Status | Change |
| All Students |  | 275 | Low 36.9 points below level 3 | Increased +5.8 points |
| English Learners |  | 249 | Low 39.4 points below level 3 | Increased +5.9 points |
| Foster Youth | | 1 | * | * |
| Homeless | | 31 | Very Low 76.4 points below level 3 | |
| Socioeconomically Disadvantaged |  | 255 | Low 41.2 points below level 3 | Increased +4.1 points |
| Students with Disabilities | | 30 | Very Low 125.4 points below level 3 | Declined -7 points |
| Asian | | 2 | * | * |
| Hispanic |  | 273 | Low 37.4 points below level 3 | Increased +6.8 points |

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

| Fall 2017 Mathematics Status and Change Report | | | | |
|--|---|--------------------|-------------------------------------|---------------------------|
| State Indicators | Student Performance | Number of Students | Status | Change |
| Mathematics (3-8) |  | 275 | Low 52.5 points below level 3 | Maintained +1.9 points |

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

| Fall 2017 Mathematics Report | | | | |
|---------------------------------|---|--------------------|--|---------------------------|
| Student Group | Student Performance | Number of Students | Status | Change |
| All Students |  | 275 | Low 52.5 points below level 3 | Maintained +1.9 points |
| English Learners |  | 249 | Low 53.9 points below level 3 | Maintained +0.8 points |
| Foster Youth | | 1 | * | * |
| Homeless | | 31 | Low 90.1 points below level 3 | |
| Socioeconomically Disadvantaged |  | 255 | Low 54.5 points below level 3 | Maintained +0.4 points |
| Students with Disabilities | | 30 | Very Low 139.5 points below level 3 | Declined -14.7 points |
| Asian | | 2 | * | * |
| Hispanic |  | 273 | Low 53.1 points below level 3 | Maintained +2.2 points |

Conclusions based on data:

1. Based on data, Students maintained by 1.9 overall. All students' groups maintained with the exception of students with disabilities.

Barriers:

1. Students lack the foundational skills.

2. Limited training for SPED department on Common Core State Standards and strategies for students with disabilities.

School and Student Performance Data

Detailed Report

Academic Performance

| English Learner Progress Indicator (Grades K-12) | | |
|--|------|------|
| Student Group | 2016 | 2017 |

| | | |
|------------------|-------|-------|
| English Learners | 73.5% | 70.8% |
|------------------|-------|-------|

The percent of English Learners who made progress towards English proficiency.

| College/Career Indicator | | | |
|--------------------------|----------|----------------------|--------------|
| Student Group | Prepared | Approaching Prepared | Not Prepared |

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

| Academic Indicators (Grades 3-8) | | |
|----------------------------------|------|------|
| Indicator | 2016 | 2017 |

| | | |
|-----------------------|---------------------------|---------------------------|
| English Language Arts | 42.8 points below level 3 | 36.9 points below level 3 |
|-----------------------|---------------------------|---------------------------|

Conclusions based on data:

Based on the data, the academic indicator suggest we are 36.9 closer to lever 3.

Based on the data, the academic indicator suggest we are 52.5 closer to level 3 compared to 54.4 in the year 2016

Barriers:

1. Student populations is not consistent.
2. Students seldom speak English outside school grounds.
3. Lack of staff development in mathematical strategies.

School and Student Performance Data

Detailed Report

School Conditions and Climate

| Suspension | | |
|-------------------|-------------|-------------|
| Indicator | 2016 | 2017 |
| Suspension | 0.9% (5) | 0% (0) |

Conclusions based on this data:

Based on the School conditions and climate data, suspension rate has decreased to be 0% in 2017.

Barriers:

Limited parent communication

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

| Student Group Performance for State Indicator | | | | | | | |
|---|---------|---|--|------------|---|---|--------------|
| Student Group | Chronic | Suspension | English Learner | Graduation | English | Mathematic | College/Care |
| All Students | |  |  | |  |  | |
| English Learners | |  | | |  |  | |
| Foster Youth | | | | | | | |
| Homeless | |  | | | | | |
| Socioeconomically Disadvantaged | |  | | |  |  | |
| Students with Disabilities | |  | | | | | |
| African American | | | | | | | |
| American Indian | | | | | | | |

Asian

Filipino

Hispanic



Pacific Islander

Two or More Races

White

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on the data:

Overall, we continue to perform low in mathematics while in English Language Arts we continue to maintain.

Barriers:

1. Student population changes constantly.
2. High percent of EL population
3. Students seldom apply English during the day.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (18-19).

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 (2018-19), 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.

SCHOOL GOAL 1: CURRICULUM, INSTRUCTION, AND ASSESSMENT

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.

| | | |
|---|---|---|
| <p>What data did you use to form this goal? State assessments (CAASPP, CELDT), AMAO targets versus achievements, surveys from parents, staff, and verbal surveys from students. SSC and ELAC input.</p> | <p>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.</p> | <p>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.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p> |
|---|---|---|

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

| Action/Date 2017-2018 | Person(s) Responsible | Task/Date | Funding Source (Itemize for Each Source) | Cost |
|--|-------------------------|--|--|--|
| <p>1. Participate in Professional Learning committees at all levels.</p> | <p>Principal, staff</p> | <p>Professional Learning Committee will meet a minimum of 4 hours for the school year to discuss and review school goals. Leadership (6 teachers) , Avid site team (6 to 10 teachers)</p> | <p>Certificated /Personnel Salaries (1000-1999) Employee Benefits 3000-3999</p> | <p>4000 680</p> |
| <p>2. All Students inclusive of all subgroups (Migrant, Foster Youth, EL, & Homeless) will have support to address Academic, behavioral and social emotional needs</p> | <p>Principal, staff</p> | <p>Provide supplemental materials in subject areas. Science, Math, Social Science, ELA, Health, P.E. Scholastic News, Standard Plus Curriculum, etc. Implement and monitor RTI in Math and ELA ex. AVID , iRead, Classworks, etc. Support students (Migrant, Foster Youth, EL, & Homeless) with the use of technology Devices for RTI using above programs Provide extended day intervention after school tutoring, google academy, Saturday enrichment, etc. Keyboarding programs, expository Materials,</p> | <p>Services and Other Operating Expenditures 5000-5999 Materials/Supplies 4000-4999 Certificated /Personnel Salaries (1000-1999)</p> | <p>4034 3500 10000</p> |

| | | | | |
|--|------------------|---|--|-------------------------------------|
| | | <p>Robotic, Foreign language, music, photo shop, movie making enrichment classes.</p> <p>Provide materials such as paper, notebooks, pencils, markers, chart paper, binders, highlighters, graph paper to use during supplemental programs to keep data.</p> <p>Certificated, classified, substitute salaries</p> | <p>Employee Benefits 3000-3999</p> <p>Materials/Supplies 4000-4999</p> <p>Classified /Personnel Salaries (2000-2999)</p> | <p>1870</p> <p>4000</p> <p>1000</p> |
| 3. Provide services to pre-kindergarten academy to support students (Migrant, Foster Youth, EL, & Homeless) their transition and success in Kindergarten | Principal, staff | <p>Certificated staff (salaries)</p> <p>Materials for students and parents (Books and supplies) Student activities sheets, pencils, crayons,</p> | <p>Certificated /Personnel Salaries (1000-1999)</p> <p>Employee Benefits 3000-39999</p> <p>Materials/Supplies 4000-4999</p> | <p>1500</p> <p>255</p> <p>492</p> |
| 4. Implement and monitor RTI to support students with learning and behavior needs. (Migrant, Foster Youth, EL, & Homeless) | Principal, staff | <p>Implement Positive Behavior programs Books and supplies Professional consulting</p> | <p>Materials/Supplies 4000-4999</p> | <p>1000</p> |
| 5. Participate in professional development to increase understanding of teaching and learning in order to maintain highly qualified staff | Principal, staff | <p>Certificated, Classified and Admin. Training, CPI,</p> <p>Instructional strategies</p> <p>Vocabulary Development</p> | <p>Certificated /Personnel Salaries (1000-1999)</p> <p>Employee Benefits 3000-39999</p> | <p>2000</p> <p>340</p> |

| | | | | |
|--|-------------------------|---|--|-----------------------------|
| | | <p>Classroom Management Trainings</p> <p>No Excuses University, Conscious Discipline, PBIS, ETC.</p> | <p>Travel and Conference 5,000-5999</p> | <p>4500</p> |
| <p>6. Academic Support Teacher will continue to provide support to staff with implementation of all supplemental programs, curriculum, and initiatives. Academic</p> | <p>Principal, staff</p> | <p>Academic Support Teacher salary and benefits- 73.25%</p> <p>Support teacher assists with coaching, reflection, data analysis, lesson studies, modeling in regards to all teaching standards.</p> <p>Support teacher assists with coaching, reflection, data analysis, lesson studies, modeling in regards to all teaching standards.</p> | <p>Certificated /Personnel Salaries (1000-1999)</p> <p>Employee Benefits 3000-3999</p> | <p>65,263</p> <p>33,234</p> |
| <p>7. English Language Intervention Teacher will provide supplemental English Language Development services.</p> | <p>Principal, staff</p> | <p>English Language Intervention Teacher salary and benefits- 15%</p> <ul style="list-style-type: none"> Support students (Migrant, Foster Youth, EL, & Homeless) who are at risk of becoming Long Term English Learners, or are existing Long Term English Learners | <p>Certificated /Personnel Salaries (1000-1999)</p> <p>Employee Benefits 3000-3999</p> | <p>18,300</p> <p>10,625</p> |
| <p>8. Staff will collaborate and/reflect on teaching and learning.</p> | <p>Principal, staff</p> | <p>Substitutes for certificated (salaries and benefits) Instructional aides covering for certificated</p> <ul style="list-style-type: none"> Grade level data chats Best teaching strategies Team teaching planning Analyzing data grade level/school wide | <p>Certificated /Personnel Salaries (1000-1999)</p> <p>Employee Benefits 3000-3999</p> | <p>2000</p> <p>340</p> |

LEA GOALS:

LEA Goal 4: All students 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

SCHOOL GOAL 2: PUPIL ENGAGEMENT AND SCHOOL CLIMATE

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

| | | |
|---|---|---|
| <p>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.</p> | <p>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 rate.</p> | <p>How will the school evaluate the progress of this goal? Changes of surveys, discipline, and attendance data.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p> |
|---|---|---|

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.

| Action/Date 2017-2018 | Person(s) Responsible | Task/Date- ongoing in school year | Funding Source (Itemize for Each Source) | Cost |
|--|-----------------------|--|---|-----------------|
| 1. Implement positive behavior support programs and/or initiatives, while following district behavior support programs | Principal, staff | Character- Conscious Discipline books, 7 Habits for Healthy kids, curriculum books with counselor to use with classes Continue character Ed. Programs before, during and after school | LCAP-Materials/Supplies 4000-4999 | 5000 |
| 2. Promote a safe learning environment by providing training in the areas of social and emotional well-being, | Principal, staff | Substitutes for staff and Materials and supplies Grade level training on strategies Train staff on behavior support programs | Certificated /Personnel Salaries (1000-1999) Employee Benefits | 5000 850 |

| | | | | |
|---|------------------|---|---|------------------------------------|
| health, and safety. | | | 3000-39999 Materials/Supplies 4000-4999 | 1500 |
| 3. Individual learning/behavior plan meetings will be held to support students based on individual needs. | Principal, staff | <p>Substitutes for staff</p> <p>Meetings materials- paper, binders, envelopes, stamps, etc.</p> <p>Monthly pull outs in order to review and discuss additional learning support and needs for students. (Migrant, Foster Youth, EL, & Homeless)</p> | <p>Certificated /Personnel Salaries (1000-1999)</p> <p>Employee Benefits 3000-39999</p> <p>Materials/Supplies 4000-4999</p> | <p>2000</p> <p>340</p> <p>1000</p> |

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (18-19).

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 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.

SCHOOL GOAL 3: PARENT INVOLVEMENT

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

| | | |
|---|---|--|
| <p>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.</p> | <p>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.</p> | <p>How will the school evaluate the progress of this goal? Progress will be evaluated by surveys, monthly SSC meetings, Parent monthly meetings, feedback, and attendance at events.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p> |
|---|---|--|

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.

| Action/Date 2017-2018 | Person(s) Responsible | Task/Date | and Funding Source (Itemize for Each Source) | Cost |
|--|-------------------------------------|---|--|----------------------------|
| 1. Communicate with families to promote student learning. Collaborate with ASES in regards to events so communication is extended to after school. | Principal, staff | Postage, Envelopes, and flyers Planners for parents Use letters or flyers to communicate with parents about school events. | Materials/Supplies 4000-4999 | 2000 |
| 2. Provide opportunities for families to participate in the classroom and school community. | Principal, staff | Paper for flyers Materials and supplies <ul style="list-style-type: none">Family days where parents come to engage in reading, math and social activities | Materials/Supplies 4000-4999 | 500 |
| 3. Provide parent trainings to increase parent participation (am/pm) | Principal, staff | Stipends/ substitutes for Certificated Staff to provide training to parents Provide materials for trainings (CPM, AVID, Study Sync, Tech, programs, Synergy, etc) Noon duties cover for childcare during training | Certificated /Personnel Salaries (1000-1999) Benefits 3000-3999 Materials/Supplies 4000-4999 | 2000 340 250 |
| 4. A parent-student handbook will be developed to keep parents informed of school programs and procedures; | Principal, staff, students, parents | Provide handbook for parents, | Materials/Supplies 4000-4999 | 2000 |

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a school wide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a school wide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

| State Programs | Allocation | Consolidated in the SWP |
|---|------------|--------------------------|
| <input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring | \$ | <input type="checkbox"/> |

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| | | | |
|--|---|-------------------|--------------------------------|
| <input type="checkbox"/> | Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | \$ | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$ | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | 191,713 | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$4705 | <input type="checkbox"/> |
| <input type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$ | <input type="checkbox"/> |

| | | | |
|--|--|-----------|---|
| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ | Title III funds may not be consolidated as part of a SWP ¹ |
| <input type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | 191,,713 | |
| Total amount of state and federal categorical funds allocated to this school | | \$191,713 | |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

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.² The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 1. Siria Hurtado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Annie Hurych | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Maria Teresa Flores | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Leticia Paramo | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Jose Jauregui | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Yazmin Andrade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. Karla Encinas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Maritza Chong | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9. Claudia Lopez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10. Alma Jerez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | 1 | 3 | 1 | 5 | 0 |

² EC Section 52852

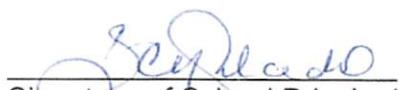
Recommendations and Assurances

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee Ofelia Moreno _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 30, 2019.

Attested:

Siria Hurtado
Typed name of School Principal


Signature of School Principal

5/30/19
Date

Yazmin Andrade
Typed name of SSC Chairperson


Signature of SSC Chairperson

05/30/19
Date

| Goal 1 | 1000-1999 | 2000-2999 | 3000-3999 | 4000-4999 | 5000-5999 | Total |
|----------|-----------|-----------|-----------|-----------|-----------|--------|
| Action 1 | 4000 | | 680 | | | |
| Action 2 | 10000 | 1000 | 1870 | 7500 | 4034 | |
| Action 3 | 1500 | | 255 | 492 | | |
| Action 4 | | | | 1000 | | |
| Action 5 | 2000 | | 340 | | 4500 | |
| Action 6 | 65263 | | 33234 | | | |
| Action 7 | 18300 | | 10625 | | | |
| Action 8 | 2000 | | 340 | | | |
| | 103063 | 1000 | 47344 | 8992 | 8534 | |
| Goal 2 | | | | | | |
| Action 1 | | | | 5000 | | |
| Action 2 | 5000 | | 850 | 1500 | | |
| Action 3 | 2000 | | 340 | 1000 | | |
| Total | 7000 | | 1190 | 7500 | | |
| Goal 3 | | | | | | |
| Action 1 | | | | 2000 | | |
| Action 2 | | | | 500 | | |
| Action 3 | 2000 | | 340 | 250 | | |
| Action 4 | | | | 2000 | | |
| Total | 2000 | | 340 | 4750 | | |
| Goal 1 | 1000-1999 | 2000-2999 | 3000-3999 | 4000-4999 | 5000-5999 | |
| Totals | 112063 | 1000 | 48874 | 21242 | 8534 | 191713 |

SPSA ANNUAL EVALUATION

Plan Priorities

Identify the top priorities of the current SPSA.

1. **Academic Support Teacher**
2. **Response to Intervention-** Fluency focus with reading intervention (materials, technology, programs)
3. **English Language Intervention Teacher** (salary/benefits)
4. **Teacher professional development, data analysis, reflection** (substitutes)

Identify the major expenditures supporting these priorities.

1. **Salaries** (AST, ELIT)
2. **Licenses** (iRead, English in a Flash, , Accelerated Reading operating expenditure)
3. **Materials** (AVID materials, paper, workbooks)
4. **Technology** (iPads, headsets, Chromebooks, MacBooks, headsets)
5. **Substitutes**
6. **Registration costs, Travel and Expenditures**

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- RTI implementation in small group instruction
- Acquisition of educational software and devices to support implementation of response to intervention
- Provide supplemental learning in tutoring (extended hours)
- Provide teachers with professional development
- Academic Support Teacher professional development for teachers and lesson demonstrations (data collection and analysis as well)
- SSC meetings
- Parent trainings by LCAP run by counselor.
- Communicate with parents using calendars, flyers, other means such as Social Media.
- Provide Tier III – individual learning meetings
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- Parent training/Family Nights with Title 1 funds not well implemented.
ELAC meetings- having parental involvement

What specific actions related to those strategies were eliminated or modified during the year?

- Moved ELAC to accommodate parents and to be part of SSC.
- Provide RTI in Math to address students' needs
- Cancel parent meetings due to attendance

Identify barriers to full or timely implementation of the strategies identified above.

Advertisement was not as strong.
Certificated staff available for trainings were limited.
District parent meetings were more attended
Time management

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Planning, brainstorming with parents/staff, utilizing staff.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Parents were not as well informed of ways to assist their children, along with rights. (Surveys, sign-in sheets, principal and parents informal meetings) thus students do not have additional support in addition to core at home to level that may be possible. Parents may not be exposed to tools to support students with achievement and intervention.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

iRead use and data showing usage increase

Classworks data showing usage increase

Academic Support teacher- Professional development, data support, model lessons

English Language Intervention Teacher- intervention for students' individual needs based on CELDT Data

Professional Development/data analysis/reflection- monitor data, attend conferences, attend

Professional Development, Academic or Social Climate/Conscious Discipline (scores on attendance, Social Climate)

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Parent trainings – not focused on what parents were requesting and teacher availability

Inconsistent attendance

Inconsistency of data from programs to monitor and analyze

Based on the analysis of this practice, would you recommend:

Elimination from next year's plan

Monitor effectiveness for future plans

trainings be based on parent request

Involvement/Governance

How was the SSC involved in development of the plan?

SSC had SPSA reviewed and monitored on an ongoing basis with input.

School Leadership reviewed and monitored on an ongoing basis with input

How were advisory committees involved in providing advice to the SSC?

Leadership had more review towards the end of the school year, February – June 2017.

ELAC had available

General Parent meeting available

Title 1 Parent meeting at the beginning of the year had review and input available

Surveys throughout of the year

Teacher meetings, and survey results on requests/needs

How was the plan monitored during the school year?

Plan was monitored with Advisory groups, SSC, informally, with Projects Department, with Principal and Projects Clerk with budgets, with surveys teachers would submit.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Increase attendance at General Title 1 meetings

Have more optional meetings for staff to discuss details

Outcomes

Identify any goals in the current SPSA that were met. Identify any goals in the current SPSA that were not met, or were only partially met. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Goal 1 and 2 were partially met. Goal three fully met. Parental involvement: training and communication was provided. Safety and School climate showed increase. Curriculum and Instruction may have had an increase of professional development, reflection, and data analysis, along with having consistent assessment. Teachers need more digital needs.

Goal 3 was met.

Teacher input, surveys and data shows we need to increase professional development and have resources aligned for student needs.

Full implementation of School culture program with professional development needs to show improvement with data and culture surveys.

Based on this information, what might be some recommendations for future steps to meet this goal?

Calendar events and professional development from sites on district calendar.

Analyze data and have focal points.

Possible meetings held for such planning and analysis for Principals on certain day such as Tuesdays without canceling them.

Be consistent and transparent with district to site goals