

Single Plan for Student Achievement

Dool Elementary School

2018 - 2019

The Single Plan for Student Achievement



The Single Plan for Student Achievement

School: Dool Elementary School

District: Calexico Unified School District

County-District School (CDS) Code: 13 63099 6008346

Principal: Joan Hanson

Date of this revision: May 29, 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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Overall

Dool Elementary

Explore the performance of Dool Elementary under California's Accountability System.

Chronic Absenteeism



Red

Suspension Rate



Orange

English Learner
Progress



No Performance Color

English Language Arts



Orange

Mathematics



Red

Enrollment

639

Socioeconomically
Disadvantaged

92.5%

English Learners

82.2%

Foster Youth

0.5%

LEARN MORE

English Language Arts



Orange

**89.4 points below
standard**

Increased 4.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each

Color



LEARN MORE

Mathematics



Red

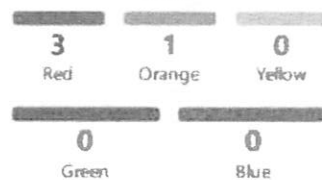
**95.9 points below
standard**

Maintained 2.5 Points

EQUITY REPORT

Number of Student Groups in Each

Color



LEARN MORE

English Learner Progress

English Language Proficiency
Assessments for California
Results

Level 4 - Well Developed

12.7%



Level 3 - Moderately Developed

24%



Level 2 - Somewhat Developed

23.4%



Level 1 - Beginning Stage

39.9%



CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	78	101	72	78	73	68	78	73	68	100.0	73	94.4
Grade 4	94	68	102	93	66	86	93	66	86	98.9	93	84.3
Grade 5	62	103	67	60	99	65	60	99	65	96.8	96.1	97
Grade 6	95	61	92	91	57	88	90	56	88	95.8	93.4	95.7
All Grades	329	333	333	322	295	307	321	294	307	97.9	88.1	92.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2326.1	2318.5	2348.6	4	0	2.94	8	3	8.82	15	11	25.00	73	86	63.24
Grade 4	2360.0	2390.6	2358.7	0	5	1.16	6	17	3.49	13	20	19.77	81	59	75.58
Grade 5	2418.4	2408.9	2429.0	0	5	4.62	18	7	20.00	18	16	20.00	63	72	55.38
Grade 6	2450.4	2443.7	2428.1	2	2	1.14	18	21	14.77	33	23	14.77	46	54	69.32
All Grades	N/A	N/A	N/A	2	3	2.28	12	11	11.40	20	17	19.54	66	69	66.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	0	4.41	19	19	29.41	76	81	66.18
Grade 4	4	9	2.33	22	32	29.07	74	59	68.60
Grade 5	0	5	9.23	32	21	47.69	68	74	43.08
Grade 6	6	4	5.68	37	34	30.68	58	63	63.64
All Grades	4	4	5.21	27	26	33.55	69	70	61.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	0	2.94	31	18	41.18	69	82	55.88
Grade 4	1	2	1.16	24	44	27.91	74	55	70.93
Grade 5	2	7	9.23	40	32	43.08	58	61	47.69
Grade 6	4	9	5.68	42	36	19.32	53	55	75.00
All Grades	2	4	4.56	34	32	31.60	64	64	63.84

The Grade 6s are consistent achievement

13-15-16

14-15-16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	3	5.88	45	38	57.35	53	59	36.76
Grade 4	1	6	0.00	51	58	37.21	48	36	62.79
Grade 5	7	1	6.15	48	51	52.31	45	48	41.54
Grade 6	3	4	3.41	59	52	52.27	38	45	44.32
All Grades	3	3	3.58	51	49	49.19	46	48	47.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	0	0.00	28	29	33.82	68	71	66.18
Grade 4	1	5	2.33	35	42	40.70	63	53	56.98
Grade 5	7	5	6.15	43	52	38.46	50	43	55.38
Grade 6	11	4	10.23	56	57	43.18	33	39	46.59
All Grades	6	3	4.89	41	45	39.41	54	52	55.70

Conclusions based on this data:

1. Listening was our strongest area for CAASP testing.
2. Writing and Reading is our area of highest concern.

English Language Arts

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%
All Students	Orange	Very Low	Increased	-89.4	4.6	319	*	297	*	-93.9	*	*	*
English Learners	Orange	Very Low	Increased	-96.6	4.8	280	*	261	*	-101.5	*	*	*
Foster Youth	None	*	*	*	*	3	*	1	*	*	*	*	*
Homeless	Red	Very Low	Declined	-101.8	-12.7	55	*	31	*	-89.1	*	*	*
Socioeconomically Disadvantaged	Orange	Very Low	Increased	-94.9	3.9	289	*	265	*	-98.7	*	*	*
Students with Disabilities	None	Very Low	Declined	-168.4	-6	33	31	19	16	-162.4	*	*	-0.5
Hispanic	Orange	Very Low	Increased	-89.8	5.3	318	*	292	*	-95.2	*	*	*
White	None	*	*	*	*	1	*	3	*	*	*	*	*

Conclusions based on this data:

1. We need to increase scores in all areas to reach reading standards in reading, writing, listening and research/inquiry.
2. One focus area must be students who are homeless, and with disabilities.
3. We did not have full participation in testing in 2017-2018.
4. Overall all students are very low in ELA.

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	78	101	72	78	96	68	78	95	68	100.0	95	94.4
Grade 4	94	68	102	93	66	99	93	66	99	98.9	93	97.1
Grade 5	62	103	67	60	99	66	60	99	66	96.8	96.1	98.5
Grade 6	95	61	92	91	57	91	90	57	91	95.8	93.4	98.9
All Grades	329	333	333	322	318	324	321	317	324	97.9	94.6	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2357.2	2352.4	2364.6	0	0	0.00	9	6	13.24	27	29	30.88	64	64	55.88
Grade 4	2386.5	2384.7	2399.4	0	0	1.01	5	3	11.11	30	26	29.29	65	71	58.59
Grade 5	2415.7	2408.6	2422.3	0	1	1.52	7	3	7.58	18	20	16.67	75	76	74.24
Grade 6	2428.8	2412.6	2421.1	0	0	0.00	0	0	7.69	33	25	24.18	66	75	68.13
All Grades	N/A	N/A	N/A	0	0	0.62	5	3	9.88	28	25	25.62	67	71	63.89

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	16-17
Grade 3	4	2	4.41	26	22	36.76	71	76	58.82	
Grade 4	1	2	3.03	15	8	24.24	84	91	72.73	
Grade 5	2	1	1.52	18	12	12.12	80	87	86.36	
Grade 6	0	0	0.00	17	9	21.98	83	91	78.02	
All Grades	2	1	2.16	19	14	23.77	80	85	74.07	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	0	1.47	23	37	42.65	74	63	55.88
Grade 4	1	0	2.02	23	35	26.26	76	65	71.72
Grade 5	0	1	7.58	15	18	19.70	85	81	72.73
Grade 6	1	2	3.30	34	23	25.27	64	75	71.43
All Grades	1	1	3.40	25	28	28.09	74	71	68.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	0	2.94	49	46	48.53	49	54	48.53
Grade 4	0	2	5.05	28	27	35.35	72	71	59.60
Grade 5	0	2	1.52	23	23	34.85	77	75	63.64
Grade 6	0	0	2.20	41	51	28.57	59	49	69.23
All Grades	1	1	3.09	36	36	36.11	64	63	60.80

Conclusions based on this data:

1. Our weakest areas are Concepts and Procedures, and Problem Solving and Modeling/Data Analysis.
2. We have our highest scores is Communicating Reasoning.

Mathematics 2018

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from Standard</u>	<u>CHANGE : Difference between current status and prior status</u>	<u>Current year number of valid students</u>	<u>Current year number of valid students with disabilities</u>	<u>Prior year number of valid students</u>	<u>Prior year number of valid students with disabilities</u>	<u>PRIOR STATUS : Average distance from Standard</u>	<u>School or district is held to the high school cut points</u>	<u>The number of points removed from the current year status due to the participation rate being below 95%</u>	<u>The number of points removed from the prior year status due to the participation rate being below 95%</u>
All Students	Red	Very Low	Maintained	-95.9	2.5	319	*	297	*	-98.4	*	*	*
English Learners	Red	Very Low	Maintained	-100.6	1.4	280	*	261	*	-102	*	*	*
Foster Youth	None	*	*	*	*	3	*	1	*	*	*	*	*
Homeless	Red	Very Low	Maintained	-105.6	2.7	56	*	31	*	-108.3	*	*	*
Socioeconomically Disadvantaged	Orange	Very Low	Increased	-98.8	3.6	289	*	265	*	-102.5	*	*	*
Students with Disabilities	None	Very Low	Decreased Significantly	-197	-32.5	33	31	19	16	-164.5	*	*	-0.5
Hispanic	Red	Very Low	Maintained	-96.1	2.9	318	*	292	*	-99.1	*	*	*
White	None	*	*	*	*	1	*	3	*	*	*	*	*

Conclusions based on this data and data review of Dool compared to other school suggests that school site needs a change to promote academics. There is an increased need to implement research-based strategies such as more PLCs, Data review, and intervention/ planning with staff. Additionally, increase engagement with supplemental support.

We also see in math that we maintained for most students, and significantly decreased with students with disabilities. We did not have full participation with students with disabilities.

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					6		27	13	15	9	19	15	64	63	69
1	2		3	4	7	10	25	21	14	11	12	24	59	60	50
2		3		5	16	15	32	29	28	38	29	30	25	22	27
3	2		4	6	3	7	27	44	49	14	23	20	51	31	20
4		5		11	14	18	42	25	31	25	25	18	22	32	34
5			4	23	12	26	42	48	32	19	21	28	16	19	11
6	6	2	3	19	19	20	36	48	41	27	10	22	13	21	14
Total	2	2	2	11	11	15	34	35	31	22	20	23	32	33	28

Conclusions based on this data:

1. We have many students in the Beginning and Intermediate level
2. We have more than 50 percent of our population learning English.

Slight increase in students in Advance or Early Advanced level. Need assistance in English use, and understanding speaking and listening purposes. We need to incorporate more assessments with focus on Listening and Speaking. We also will have a PLC focus on Academic English focus, focusing on best practices, Academic Conversations as an example.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT AB 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		1			2		4	4	8	11	8	6	85	85	86
1	2		2	5	7	8	23	21	15	9	12	20	62	60	55
2		3		4	16	13	30	27	26	33	27	27	32	28	35
3	1		4	7	2	9	25	30	49	13	17	19	53	51	19
4		5		10	14	14	39	24	25	23	25	15	28	32	45
5			3	24	11	27	40	46	31	20	20	27	16	23	12
6	7	2	3	19	19	19	36	47	40	25	9	21	13	23	18
Total	1	1	1	9	8	12	26	26	26	19	16	19	45	48	42

English Learners

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from Standard</u>	<u>CHANGE - Difference between current status and prior status</u>	<u>Current year number of valid students</u>	<u>Current year number of valid students with disabilities</u>	<u>Prior year number of valid students</u>	<u>Prior year number of valid students with disabilities</u>	<u>PRIOR STATUS - Average distance from Standard</u>	<u>School or district is held to the high school cut points</u>	<u>of points removed from the current year status due to the participation rate being below 95%</u>	<u>of points removed from the prior year status due to the participation rate being below 95%</u>
All Students	Orange	Very Low	Increased	-89.4	4.6	319	*	297	*	-93.9	*	*	*
English Learners	Orange	Very Low	Increased	-96.6	4.8	280	*	261	*	-101.5	*	*	*
Foster Youth	None	*	*	*	*	3	*	1	*	*	*	*	*
Homeless	Red	Very Low	Declined	-101.8	-12.7	55	*	31	*	-89.1	*	*	*
Socioeconomically Disadvantaged	Orange	Very Low	Increased	-94.9	3.9	289	*	265	*	-98.7	*	*	*
Students with Disabilities	None	Very Low	Declined	-168.4	-6	33	31	19	16	-162.4	*	*	-0.5
Hispanic	Orange	Very Low	Increased	-89.8	5.3	318	*	292	*	-95.2	*	*	*
White	None	*	*	*	*	1	*	3	*	*	*	*	*

Conclusions based on this data: CELDT data shows increase but not substantial. EL movement between bands must be increased. ELIT to continue to service, but with a focus on RTI time, and ensure RTI staggered through grade levels. We also see a very low with decline with students who are homeless as English Learner progress. We need to increase our use of EL strategies, and understanding of the ELPAC.

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	402	370	379
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	402	370	379
Number Met	171	160	149
Percent Met	42.5%	43.2%	39.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	422	109	390	88	411	89
Number Met	27	27	22	21	27	14
Percent Met	6.4%	24.8%	5.6%	23.9%	6.6%	15.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. We have not met any AMAOs.
2. Our EL population is not progressing sufficiently to meet goals and progress through the English Language.

Chronic absenteeism

Student Group	Color	Status Level	Change Level	Current chronic absenteeism rate	Difference between current and prior rate	Current number of students chronically absent	Current number of eligible students	Prior number of students chronically absent	Prior number of eligible students	Prior chronic absenteeism rate
All Students	Red	Very High	Increased Significantly	22.0%	11.2%	150	681	69	636	10.8%
English Learners	Red	Very High	Increased Significantly	23.3%	13.1%	130	559	55	543	10.1%
Foster Youth	None	*	*	*	*	*	4	*	1	*
Homeless	Red	Very High	Increased	26.3%	1.9%	44	167	24	98	24.5%
Socioeconomically Disadvantaged	Red	Very High	Increased Significantly	23.4%	12.1%	148	632	64	563	11.4%
Students with Disabilities	Red	Very High	Increased	24.6%	10.3%	14	57	7	49	14.3%
African American	None	*	*	*	*	*	0	*	1	*
American Indian or Alaska Native	None	*	*	*	*	*	0	*	1	*
Asian	None	*	*	*	*	*	0	*	0	*
Filipino	None	*	*	*	*	*	0	*	0	*
Hispanic	Red	Very High	Increased Significantly	22.1%	11.2%	150	678	69	630	11.0%
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	0	*	0	*
White	None	*	*	*	*	*	3	*	4	*
Two or More Races	None	*	*	*	*	*	0	*	0	*

Conclusions based on this data: Although ADA has increased, with Saturday School attendance as well, students continue to have a high amount of absences, with a substantial amount missing 10 percent of the school year or more.

We must increase strategic efforts to improve attendance.

Suspensions

Dool Elementary (Calexico, CA)
Calexico Unified

[Return to Five-by-Five Placement Grid](#)

Suspension Rate (Elementary School) Indicator - 2018

[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 Suspension Rate	CHANGE - Difference between 2017-18 Suspension Rate and 2016-17 Suspension Rate	Number of Students Suspended in 2017-18	Number of Students Enrolled in 2017-18	Number of Students Suspended in 2016-17	Number of Students Enrolled in 2016-17	PRIOR STATUS - 2016-17 Suspension Rate (rounded)	Non-certified data flag **	Student Population ≤ 150 : 3x5 grid applied
All Students	Orange	Medium	Increased	1.8%	0.5%	13	708	9	662	1.4%	N	N
English Learners	Yellow	Medium	Maintained	1.7%	0.1%	10	575	9	564	1.6%	N	N
Foster Youth	None	*	*	*	*	*	6	*	1	*	N	Y
Homeless	Red	High	Increased Significantly	3.4%	2.4%	6	176	1	104	1.0%	N	N
Socioeconomically Disadvantaged	Orange	Medium	Increased	2.0%	0.6%	13	652	8	583	1.4%	N	N
Students with Disabilities	Orange	High	Increased	3.4%	3.4%	2	58	0	49	0.0%	N	Y
Hispanic	Orange	Medium	Increased	1.8%	0.5%	13	705	9	653	1.4%	N	N
White	None	*	*	*	*	*	3	*	4	*	N	Y

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

**Districts and schools that did not certify their suspension (or discipline) data in the California Longitudinal Pupil Achievement Data System (CALPADS) in the current year or prior year automatically are assigned an Orange performance level.

Conclusions based on this data:

Students are suspended at a higher rate than before, with homeless youth having a significant increase in suspensions. SES, Students with disabilities, and Hispanic students increased. English Learners maintained.

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 (2018-2019), 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.*

What data did you use to form this goal? State assessments (CAASPP, ELPAC), targets 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. We need more specific, targeted PLC groups for staff, such as for Relationships (part of Goal 2), Academic English, and Best Teaching Practices, which is supported by NEU and	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. Specifically monitor improvement on data, teacher feedback, NEU application, AVID implementation/certification, conferences attended such as Math, and Supplemental/enriching experiences. Where can a budget plan of the proposed
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	AVID. We need to increase engagement by supplemental and enriching activities.	expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.
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STRATEGY: Elementary School will implement cycle of assessments and analyze student achievement in content areas to align actions to student needs.

Action/Date 2018- 2019	Person(s) Responsible	Task/Date 272513 259326.58 Left: 13186.42	Cost and Funding Source (Itemize for Each Source)	Object/Budget Code
1. Participate in Committees at all levels.	Principal, staff	Professional Learning Committee will meet a total of – Bankable hours – 1 per month, and 4 ½ days (8 full days) x 6 substitutes (7 members) Materials for PLC groups such as books Books: Positive Relationships PLC The Behavior Code Framework for Understanding Poverty Ruby Payne Best learning/Teaching UDL focused books- Learned Transformed Academic English/Conversations Academic Conversations- 6 K-3 Guide to Academic Conversations 6 Collaboration, conversations, English Learners Books for Kindergarten PD <i>Lifelong Kindergarten Cultivating...</i> NEU network	116.23 454.20 81.03 129	4300 4300 4300 5800
2. All Students inclusive of all subgroups will have support to address their individual needs	Principal, staff	Increase learning with supplemental materials in subject areas. Focus on areas not adopted, such as Science with Scholastic magazines. Kinder materials for handwriting, materials to promote handwriting, phonics, grammar, basic foundational skills in primary grade levels. Materials for AVID strategies implemented such as	902.50 1417	4300 4300

Have a designated RTI time daily	organization methods to supplement core. Focus on grades 3 rd , 4 th , 5 th , and 6 th . D. Harvey, M. Robinson, R. Padilla, V. Garcia, A. Ramirez, B. Padilla, E. Viramontes, C. Ramirez, M. Hernandez, A. Teran, R. Bowen, S. Mendoza, and C. Lopez		
	Increase learning SDC supplemental materials- Linda Mood Bell- V. Lopez for students who demonstrate need for intervention per SST, IEP, 504, or observations.	1230.95	4300
	Sensory furniture for students who demonstrate sensory needs based on observations from RSP teacher, psychologists or teachers. The purpose is to close the achievement gap and provide needs for students to reach standards. Items are not listed as required in IEP.	0	4300
	Plan with Renaissance Place operating (reading program- supplemental for students) AR- 675 licenses STAR Reading 675 licenses English in a Flash per district- based on needs Accelerated Math- whole school	10309.50	5800 5800 5800
	Grade level teams will implement intervention programs/renew licenses and teacher materials for intervention		
	<i>Happy Numbers</i> , All Kinder/TK, S. Cano 1 st , D. Castro 1 st	1794	5800
	<i>Brain Pop</i> , C. Harrington, B. Padilla, M. Hernandez, A. Teran	1970	5800
	<i>Starfall</i> , all Kinder	270	5800
	<i>System 44</i> V. Lopez 30 licenses (RSP)	450	5800
	<i>iRead</i> - K, 1 st , 2 nd <i>Explain Everything</i> app- C. Arellano, E. Viramontes, B. Padilla, A. Teran, A. Pacheco, V. Lopez	5416.67 813.37	5800 5800

		<i>Spelling City class for S. Quezada</i>	70	5800
		<i>Dogonews- ELIT- for students who are ELS (LTELS focus)</i>	180	5800
		<i>Kate Kinsella Instructional Tools and Proven Practices: English Learners</i>	1,755	5200
		<i>S. Mendoza (6th), F. Castillo (2nd/3rd), R. Martinez (AST) Annalisa Pacheco (ELIT/PLC), Veronica Garcia (3rd/PLC), Diana Harvey (3rd/PLC), Claudia Ramirez (6th), Carlos Lopez (6th) & Richard Bowen (6th)</i>		
		Provide RTI for students to fill gap between level and grade level- Devices for RTI- headphones, mice for fluency and Classworks.		
		Provide intervention Provide intervention and support College and Career Ready readiness iPads, accessories, protectors, and cart + main computer Devices for RTI and College and Career Ready Chromebooks, accessories, protectors and cart + main computer to sue during RTI with fluency focus	2087.23 (iPad covers)	4300 4300
		Student work cooperatively using Google Classrooms (<i>Chromebooks for RTI- complete set</i>) <i>A. Ramirez, B. Padilla, E. Viramontes- 4th grade</i>	26,711.96	4302 4402 5802
		<i>STEAM classes after school- for coding and google classroom. Room 51 and 52-</i>		
		Students will have intervention program iRead during RTI, to fill the gap between their grade level, and student's level. Student will also have opportunity to excel in reading skills. Students will use recorder device individually for fluency practice, while using devices to support their skills for enhancing 21 st century skills. <i>iPads to increase amount of students per class to</i>		

		<p><i>use during RTI with focus on fluency.</i></p> <p><i>S. Cano 1st grade: 10</i></p> <p><i>V. Sanchez 2nd grade: 10</i></p> <p><i>R. Bowen 6th grade: 10</i></p> <p><i>S. Mendoza 6th grade: 10</i></p> <p><i>A. Ramirez 6th grade: 10</i></p> <p><i>A. Galaviz SDC 4th-6th: 10</i></p> <p><i>L. Castro K: 4</i></p> <p><i>P. Aguilera K: 4</i></p> <p><i>C. Harrington K: 4</i></p> <p><i>Work with ASES for tablets for Kindergarten</i></p> <p><i>Promote 4th grade Chromebooks and 5th grade</i></p>		
<p>3. Provide extended day learning opportunities such as, but not limited to, tutoring, and academic enrichment for all student subgroups. Also, extended opportunity for social skills learning. This may be after school, or for Saturday Academies.</p> <p>Coordinate with district supplemental programs such as Migrant, ASES, ELL, etc. to determine needs and to work collaboratively on objectives.</p>	Principal, staff	<p>Provide After school tutoring and enrichment opportunities</p> <p><i>hours for certificated staff (fall)</i></p> <p><i>After School tutoring hours for certificated staff-spring</i></p> <p>Provide social skills after school <i>with counselor hours-</i> will be part of Parent trainings, though also part of Goal 2 (Climate)</p> <p>Provide 21st century skills with Google Academy/STEAM- see STEAM proposal</p> <p><i>After school teacher hours</i></p> <p><i>Saturday Academy hours</i></p> <p><i>Refer to proposal with details attached.</i></p> <p><i>Materials for Enrichment Opportunity programs:</i></p> <p><i>Coding items- Technology</i></p> <p><i>Programs</i></p> <p><i>Computers (2 computers)</i></p> <p><i>3 D printers (2-3 printers)</i></p> <p><i>Set of VR experiences for Science (2 sets)</i></p> <p><i>Science lab equipment</i></p> <p><i>Mystery Science license</i></p> <p><i>Art materials</i></p> <p><i>Virtual Reality design set, other</i></p>	<p>7642</p> <p>5423.20</p> <p>4829.50</p> <p>499</p> <p>5490.31</p>	<p>1170</p> <p>4300/ 4302</p> <p>4300/4302</p> <p>5800</p> <p>4300</p>

		<i>Green Bronx Machine</i> <i>Teacher Created materials- lessons Science</i> <i>Rainforest art supplies for project- student teamwork, community building and art implementation</i> <i>Rainforest New Connections Art program- 15 week 4th grade</i> <i>After school, but may supplement during school</i> <i>Tinker Kiwi science engineering kits- for after school groups, 3 kits for every month- focus on 5th grade</i> <i>Simply 3D software licenses</i> <i>STEAM storage units</i>	1028.42 4987.13 1491.69 1927.56	4300 1170 Salary 3000-3999 Employee Benefits 4402 4402 4300 4300
4. Provide services to pre-kindergarten students to support their transition and success in Kindergarten	Principal, staff	Kindergarten Orientation to help prepare preschool students and entering Kindergarteners with needs and Kindergarten expectations. August 14 th with Principal and staff and August 30 with Principal. 3 teachers x 3 hours x 1 day OR 2 teachers x 2 hours x 2 days OR 1 teacher x 3 hours x 3 days P. Aguilera, M. Osuna, C. Harrington, L. Castro (Kindergarten teachers) (hours for teachers) No one was available. Principal had orientation 08/13 8:30 am and 08/30 8:30 am, 10/04 1pm 10/04 5pm		1170 Salary 3000-3999 Employee Benefits
5. Implement and monitor RTI to support students with learning and behavior needs.	Principal, staff	AST monitor progress, schedule reviewed, ELIT assists with students in RTI. Review need and possibility to have instructional aide/teacher.		
6. Participate in professional development to increase understanding of teaching and learning * Staff with participate in professional development which will include collaboration and reflection and other goals in Plan	Principal, staff	Provide Professional Development to teachers to ensure teachers are highly qualified and provide increase achievement and college readiness along with culture (see goal 2) Autism training for teachers at school site- substitutes under Action 9. Materials for autism training	1000	5200 (travel) 5201

such as Character development, parental environment, and safe environment.		<i>CMC – California Math Council And any summer 2018 academy for learning F. Castillo (2nd grade), R. Martinez (AST), D. Harvey (3rd grade), S. Quezada (1st) B. Padilla (4th)</i>	3873.29	5200/5201
		<i>No Excuses University- Principal J. Hanson, A. Teran 5th grade 3rd grade teacher, L. Castro and P. Aguilera (K teachers), R. Bowen (6th grade teacher), A. Ramirez (4th grade teacher)</i>	5806.22	5200/5201
		<i>Conferences in target areas Arts conference access 2 teachers CA Art Education Conference- 1 teacher SEL, NGSS, Legal, MTSS</i>		5200
		<i>Kinder conference- P. Aguilera, M. Osuna, L. Castro</i>	2666.41	5200/5201
		<i>National Council of Teachers of Mathematics Research Conference- 2 Fifth grade teachers A. Teran, M. Hernandez</i>	1353.40	
		<i>2019 General & Special Education Conference 3-4 teachers: 1 K, 1 1st, 1 2nd, RSP C. Harrington, D. Castro, C. Arellano, V. Lopez</i>	4405.83	
		<i>Travel Expenses and Conference registration costs Per Diems, Benefits for 3301 Certificated Conscious Discipline follow-up training, etc. substitutes in collaboration funds (collaborate with entities)- see if may use LCAP *** subs. Registration costs and travel costs for all certificated staff such as psychologist and counselor.</i>	1060	
7. Academic Support Teacher will continue * to provide support to staff with	Principal, staff	Academic Support Teacher will provide Professional Development, data, reflection, and model lessons <i>Salary and benefits- 73.25%</i>	105007	1900 Salary 3000-3999 Employee

<p>AVID strategies.</p> <p>Provide opportunities for students to practice supplemental strategies and activities such as STEM, being involved with experiences outside of school.</p>		<p><i>Spelling Bee registration</i></p> <p><i>Awards and plaques such as for students who were re-designated fluent</i></p> <p>Students participate in extended activities such as STEM or Science Fairs. Registration costs for school or students along with travel expenditures.</p>	*****	5800
<p>11. Support student learning with the use of supplemental technology and resources * to improve academic learning during intervention, extended day, ASES for all subgroups in specific areas that address data concerns and current trends in education such as implementing collaboration, creativity, communication, and critical thinking.</p>	Principal, staff	<p>Increase 21st century skills for students</p> <p><i>Keyboarding program "Keyboarding without tears" licenses</i></p> <p><i>Previous data suggests lack of use: licenses for those who request – 6th grade. after school</i></p>	1439	5800

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

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.

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. Surveys on culture from staff, parents, and students. Surveys on career fair from students, SPSA reflection data. Pilot program information on culture.	What were the findings from the analysis of this data? A need for positive intervention program to continue with more detailed review, reduce suspensions or implement more intervention before suspensions, plan for increasing attendance rates, more variety of drill practices. Connection with parents with culture implementation.	How will the school evaluate the progress of this goal? Changes of surveys, discipline, and attendance data. Focus on attendance, parent attendance and feedback at trainings, pilot programs. Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.
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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 2018 - 2019	Person(s) Responsible	Task/Date- ongoing in school year	Cost and Funding Source (Itemize for Each Source)	Budget Code
<u>1. Implement positive behavior support *</u> <u>programs and/or initiatives, while following district behavior support programs to all students, inclusive of foster, homeless, migrant and English Learners.</u>	Principal, staff	Provide teacher access with culture guides for school culture and climate <i>Character- Conscious Discipline books- Picture This! Books and SEL/Character books</i>		4300
		<i>Positive Behavior items for students –Conscious Discipline</i>		4300
		<i>Proactive Discipline books for BIS/CD Culture Leadership</i>		4300
		<i>PLC- Positive Relationship see Goal 1 Action 1 and Action 9</i>		
		<i>Conscious Discipline Parent training- by ICOE see Goal 3</i>		
		<i>Suite 360- ISS 360 -</i>	1000 1500	
<u>2. Promote attendance, *</u> <u>engagement, health, culture, character, achievement, and societal</u>	Principal, staff	Promote attendance and health supplemental to core		

awareness				
<u>3. Promote a safe learning environment by providing training in the areas of social and emotional well-being, health, and safety to all students, inclusive of foster, homeless, migrant and English Learners.</u>	Principal, staff	Conscious Discipline implementation and information. Please see Goal 3 regarding parent trainings in Conscious Discipline by either counselor or SELPA Behavioral Specialist.		
<u>4. School climate will improve by student participation in extracurricular activities or presentations. to all students, inclusive of foster, homeless, migrant and English Learners.</u>	Principal, staff	See Goal 1 Action 3: Science, Technology, Art with math enrichment.		
5. Review and update School Safety Plan to provide a safe environment for all stakeholders.	Principal, staff			
6. Individual learning/behavior plan meetings will be held to support students based on individual needs <u>to all students, inclusive of foster, homeless, migrant and English Learners.</u>	Principal, staff			

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

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 (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 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.

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 did not attend the training focus on concepts with English embedded. 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. More promotion needed- use Social Media to publicize more.

How will the school evaluate the progress of this goal?

Progress will be evaluated by surveys, meetings, feedback, and attendance at events. Surveys on reason why attended, or how parent was aware of event.

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 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 2018 - 2019	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	
1. Communicate with families to promote student learning. Collaborate with ASES in regards to events so communication is extended to after school. Increase communication with parents	Principal, staff	Provide daily communication to parents <i>Planners for parents</i> <i>Colored paper to send parent notices for supplemental events, information, or SST meetings for students to provide intervention.</i> Facebook promote page and boost posts and events to city of Calexico so parents are informed and attendance at events increase	2884.40 3940.60	4300
2. Provide opportunities for families to participate in the classroom and school community.	Principal, staff			
3. Provide parent trainings	Principal, staff	Provide parent trainings to assist parents in supporting their students – focus 2018 – 2019 on SEL support, Conscious Discipline <i>Parent materials for trainings and learning</i> <i>Stipends for Certificated Staff to provide training</i> <i>Noon duties cover for childcare during training</i> <i>Funding to promote events using Boost on Facebook to promote event to city of Calexico, where parents will see</i>		1170 Salary 3000-3999 Employee Benefits 4300 2921 Salary 2000-2999 Employee Benefits 5800
4. Have SARC and SPSA updated for parents to view. *	Principal, staff	Provide services to enhance communication with stakeholders on goals, SPSA, and SARC <i>Axiom and doc-tracking services for updated SARC and SPSA</i>	1050	5800

5. Provide parent trainings inclusive of culture from Goal 2 regarding climate- Conscious Discipline.	Principal, staff	Provide trainings for parents regarding Social and Emotional learning L. Brenes to conduct. Tentative dates: Dec. 4, 11, Jan., 15, 22, Feb. 5, 12, March 12, 19, SSA cover for childcare during training Additional hours for training- childcare	Free per SELPA 404	2921 Salary 2000-2999 Employee Benefits
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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 schoolwide 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 schoolwide 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"/>

Revised September 2015

<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
X <input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$294,538	<input type="checkbox"/>
X <input 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).	\$8279.00	<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	\$294,538		
Total amount of state and federal categorical funds allocated to this school	\$294,538		

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
Joan Hanson	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Rosete (1 st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Jesus Bravo (re-elected Jan. 2019)	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniela Castro (2 nd year)	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alysa Teran (2 nd year)	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cristal Arellano (2 nd year)	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claudia Millan (1 st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Zohe Garcia (2 nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Dilian Coraveo (1 st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Neryeda Morales (1 st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <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"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

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 _____ 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 29, 2019.

Attested:

Joan F. Hanson
Typed name of School Principal

Signature of School Principal
Date 5/29/19

Daniela Castro
Typed name of SSC Chairperson

Signature of SSC Chairperson
Date 5/29/19

	7 Academic Support Teacher	105007
	8 ELIT	26608
	9 PLC and professional development substitutes	40432 676 (41,108)
	10	
	11 21 st century- typing	1439
Total Goal 1	LEA goals 1, 2, 3, 5 LCAP goals: 1, 2, 3	283,804
2	1 Materials – social skills, culture, character Suite 360 ISS 360 (after LCAP)	1000 1500 (2500)
Total Goal 2 Safety, School environment	LEA goal: 4 LCAP goal: 4	2500
3	1 Daily communication Paper for communication	2884.40 3940.60 (6,825)
	3 Materials	
	4 Axiom services	1050
	5 Child care during parental trainings	404
Total Goal 3 Parent Involvement	LEA goals (through parents): 1, 2, 4, 5 LCAP goals: 5, integrate 3	8,279
TOTAL		294,583

Goal	Action expenditures that support goal/action	Expenditures
1	1	0
	2	3000 900 1692.37 596.00 819.21 270.00 1945.75 399.75

		1338.60 4875.00 1500.00 3916.48
	3-5	7663 562 2500 2800 3600 1100 452 98
	6	6000 6000 600 475 647.45
	7	70546 31830
	8	17776 7557
	9	21272 4628.17 220 80
	10	158.50
	11	1595
Total Goal 1	LEA goals 1, 2, 3, 5 LCAP goals: 1, 2, 3	209,413.58
2	1 Materials – social skills, culture, character	
Total Goal 2 Safety, School environment	LEA goal: 4 LCAP goal: 4	0
3	1	3789.52
	3	1807 393 300 276 100 300 276
	4	100
Total Goal 3	LEA goals (through parents): 1, 2,	7,341.52

Parent Involvement	4.5 LCAP goals: 5, integrate 3	
TOTAL		216,755.10

SPSA Budget Planning Tool								
School: Dool Elementary School								
District: Calexico Unified								
CDS Code: 13 63099 6008346								
Administration: Joan Hanson								
Date of Revision:	04/28/2019							
Operating Schoolwide Program (SWP)	No							
	Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source		Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
	\$286,304	Title I				Unrestricted	0000	
	\$8279	Title I- Parent Involvement				Unrestricted Locally Defined	1000-1999	-----
						English Lang. Intervention Teacher	1100	17,776
Total	\$294,583					Certificated Personal Salaries	1160-1170	38,690
						Academic Support Teacher	1900	70,547
						Classified Personal Salaries	2000-2999	844
						Employee Benefits Embedded 1000-3999	3000-3999	52,638
						Books and Supplies	4000-4999	60,554
						Services and other Operating Expenditures	5000-5999	53,489
							total	294,538

Single Plan for Student Achievement Annual Evaluation

SPSA ANNUAL EVALUATION end of 2018

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2–3.)
Academic Support Teacher
Response to Intervention- Fluency focus with reading intervention (materials, technology, programs)
English Language Intervention Teacher (salary/benefits)
Teacher professional development, data analysis, reflection (substitutes)
- Identify the major expenditures supporting these priorities.
Salaries (AST, ELIT)
Licenses (, English in a Flash, Accelerated Math, Accelerated Reading operating expenditure)
Materials (paper, workbooks)
Technology (iPads, interactive projectors)
Substitutes
Registration costs, Travel and Expenditures

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

RTI implementation such as including iRead in small group instruction
(Acquisition of educational software and devices to support implementation of response to intervention)
Conscious Discipline training with teachers, and items to support
Planners- communication with parents
Provide teachers with professional development – No Excuses University
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.
- 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

CMC- unable to send teachers to CMC

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

Moved ELAC to be part of SSC duties.

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

Substitutes not available on dates or unapproved dates for attending conferences

Conferences offered other than CMC out of state or out of county area and not approved

Funds were replaced later in year, so technology was purchased after January versus before for iPads and interactive projectors.

District parent meetings were more attended

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

Planning, brainstorming, utilizing staff for future- future plans.

- 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?

Less math strategies implemented in 1st – 2nd from CMC possible, less time to collaborate, do data analysis with grade levels with AST.

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?
 1. iRead use and data showing usage increase
 2. Past iPads in place for fluency (6 % increase versus 32%, and 58%)
 3. Academic Support teacher- Professional development, data support, model lessons
 4. English Language Intervention Teacher- intervention for students (Increase of scores in ADEPT)
 5. 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.
 1. Technology purchased this year- iPads and interactive projectors- purchased at the end of the school year
 2. Parent trainings – not focused on what parents were requesting and teacher availability – end of school year implemented- after funds were inserted and board approval.
 - o Based on the analysis of this practice, would you recommend:

Continue with one more year of license and get feedback on licenses CMC for next year

Involvement/Governance

- How was the SSC involved in development of the plan?

SSC had SPSA 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 2018.
ELAC had available
General Parent meeting available
Title 1 Parent meeting at the beginning of the year had review and input available
Survey sent out via text, and Facebook.
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.

2. School Goals:

Goal 1 and 2 were partially met. Goal three fully met. Parental involvement: training and communication was provided. Safety and School climate showed increase in planning along with program for climate such as Conscious Discipline. 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.

- 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.

Verbal statements from staff and substitute availability shows needs to have more data analysis on site with AST.

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

Continue with culture with parent trainings with Conscious Discipline with parents.

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

Continue to calendar events and professional development. Analyze data and have focal points. More dates for data analysis.

Possible meetings held for such planning and analysis for Principals on certain day such as Tuesdays.

SSC approved the SPSA with updates on May 29, 2019.

D. A. O. T. U.

Grant H. O. T. U.