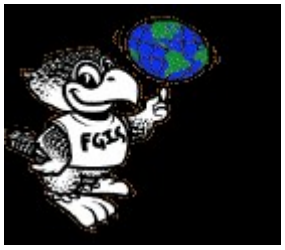
School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fiesta Gardens Elementary School	41690396044887	June 18, 2019	August 22, 2019

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ELAC Meetings:
SSC Meetings:
Staff Meetings:
Parent Community Meetings:
Approval Meeting date: June 18, 2019

We met several times to discuss data, strategies, and prioritized actions to support SPSA.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
535	**59.6%**	**42.2%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	226	42.2%
Homeless	44	8.2%
Socioeconomically Disadvantaged	319	59.6%
Students with Disabilities	24	4.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	1	0.2%
Filipino	2	0.4%
Hispanic	431	80.6%
Two or More Races	19	3.6%
Pacific Islander	4	0.7%
White	78	14.6%

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

Data Statements: Strength

1. All Student groups has a 12.1 rise in performance from 16-17 to 17-18 and met our target growth.
SED students show a 5.9 rise in performance from 16-17 to 17-18 (a little short of the target).
EL students show a 9.4 increase in performance from 16-17 to 17-18 (basically meets the target).
SWD show a 20.4 increase in performance from 16-17 to 17-18 and met our target growth.
5th grade performance is higher than 3rd grade (whcih suggests that the longer students are with us, they're performance goes up).

Data Statements: Challenges

2. All students overall perform at 21.1 points below standard (which is below the target).
SED students show that they are 58.8 points below standard.
EL students show that they are 59.6 points below standard.
SWD students show 101.6 points below standards.

Why are we getting these results?

3. Reading Recovery Specialist works with students in primary grades by providing 1:1 instruction to students at Risk and providing small group instruction.
ELD TOSA supports teachers by modeling grammar lessons, and strategically planning instruction for different English levels.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.2% chronically absent	3.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1%	Declined 1.1%	0 students
536 students	226 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Green	No Performance Color
0% chronically absent	4.7% chronically absent	10.7% chronically absent
Declined 7.1%	Maintained 0.3%	Maintained 0.4%
45 students	321 students	28 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1 students	0 students	1 students	2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
3.9% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent
Maintained 0.2%	Maintained 0%	4 students	Maintained 0%
431 students	19 students		78 students

Data Statement: Strengths

1. All student group has a 10.8 increase in performance from 16-17 to 17-18 and met our target growth.
SED students show a 2.9 increase in performance from 16-17 to 17-18
EL students show a 9.7 increase in performance from 16-17 to 17-18

Data Statement: Challenges

2. All students overall perform at 22.8 points below standard.
SED students show that they are 55.3 points below standard.
EL students show that they are 55.6 points below standard.
SWD students show 83.1 points below standards with a 1.1 decrease from 16-17 to 17-18.

Why are we getting these results?

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.3% suspended at least once	1.3% suspended at least once	0 Students
Increased 0.9%	Increased 1.3%	
544 students	228 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	No Performance Color
2.2% suspended at least once	1.5% suspended at least once	10.3% suspended at least once
Increased 2.2%	Increased 1.2%	Increased 10.3%
45 students	326 students	29 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1 students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data 1 students	No Performance Color Less than 11 Students - Data 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.1% suspended at least once Increased 0.9% 435 students	No Performance Color 0% suspended at least once Maintained 0% 20 students	No Performance Color Less than 11 Students - Data 4 students	Orange 2.5% suspended at least once Increased 2.5% 81 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0% suspended at least once	0.4% suspended at least once	1.3% suspended at least once

Data Statement: Strengths

1. Chronic Absence rate was 3.2 which maintained from 16-17 to 17-18.

Data Statement: Challenges

2. All students suspension rate was 1.3

Why are we getting these results?

3. Repeat referrals of students that are in Tier II & Tier III

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. Team worked on schoolwide climate with PBIS to implement expectations with referrals.
CARE TEAM met monthly to discuss resources and strategies for students of high risk - multiple Major Referrals.
Art Therapy 1:1 sesseions and social group work according to needs.
Consistent follow up with SST monthly meeting.
Teachers learning about early detection for Dyslexia.
RSP teacher working closely with General Ed Teachers.
Speech Therapist consultation with General Ed Teachers.
Early Sensory detection by teachers, parents, and CARE TEAM conversations to provide intervention strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

● Overall statements about the student performance strengths that the strategies (outlined below) will support.
● Overall statements about the student performance challenges that the strategies (outlined below) will address.

We are seeing an increase in student performance we still need to see more improvement for multiple student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	-21.2 points below	10 points above proficient
SBAC ALL Students Growth	12.1 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-58.8 points below	0 points above proficient
SBAC SED Students Growth	5.9 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	9.4 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	20.4 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-30.8 points below	10 points above proficient
SBAC 5th Grade Students Status	-19.1 points below	10 points above proficient
SBAC 8th Grade Students Status	NA	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P)
Galileo All Students Status	39%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	48%	80% of students make Expected Growth
Galileo “Sub-group” Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% growth	80% of students make Expected Growth
Elementary: F&P “Sub-group” Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI “Sub-group” Growth		80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Teachers teach SLA/ELA standards within the district adopted curricula through integrated whole group and strategic small group lessons, using differentiation as well best practices in ELD and inclusion.

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

All Students

Support teachers with Tier 1, Tier 2 & Tier instruction.	Reading Specialist 1.0 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	148,246.00

Support teachers with Tier 1, Tier 2 & Tier instruction.	Language and Literacy TOSA 1.0 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	168,810.00
Literacy PD given to staff by L&L TOSA and Reading Specialist	Tuesday Staff PD meetings No Additional cost to site	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0
Supports reading practice for students who need extra	Funding for books	PTA	
Provides books for families to read at home	Leer Program funding books and weekly take-home bag	PTA	
Teachers to observe each other using observation template Teachers to observe Reading Recovery Teacher providing small group instruction Each time there is an observation Reading Recovery and Language & Literacy TOSA debrief with teacher observing to discuss next steps for them and instruction	Provide subs for Release Time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000.00
Teachers will work in grade level teams to collaborate and backwards plan throughout the year	Wednesday Collaborations No Additional cost to site	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0
Media Tech will instruct students and support teachers in gaining computer skills	Media Tech 6.0 hr	2000-2999: Classified Personnel Salaries PTA	55,000.00
Teacher hourly extra support (55 hrs)	Teacher hourly extra support	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000.00
Classified paraprofessional to work with the supervision of the Reading Recovery teacher to provide small group instruction to students in K-2	Small Group Instruction (5 hr daily)	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	41,377.00

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in mathematics, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

While our All Students group make progress in our growth data, there is a need to support many of our subgroups to close the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
SBAC ALL Students Status	-22.8 points below	10 points above proficient
SBAC ALL Students Growth	10.8 points rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-55.3 points below	0 points above proficient
SBAC SED Students Growth	2.9 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	9.7 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	-1.1 point decrease	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-4.7 points below	10 points above proficient
SBAC 5th Grade Students Status	-48.8 points below	10 points above proficient
SBAC 8th Grade Students Status	NA	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P)	Expected Outcome • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P)
Galileo All Students Status	27%	60% of students meet or exceed grade level expectations
Galileo All Students Growth	34%	80% of students make Expected Growth
Galileo “Sub-group” Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Teachers teach Math standards within the district adopted curricula through integrated whole group and strategic small group lessons, using differentiation as well as best practices.

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

All Students K-5

District to provide training	Counting Collections training for New Teachers & 3rd grade teachers	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0
Provide support with PD on site at Tuesday meetings Provide PLC once a month for each grade level	Math TOSA 0.4 FTE	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	47,117.00
Subs to release teachers to attend Math PLC Math TOSA to cover classroom for 2 hours to provide teachers with Cycle of Inquiry	Math STIP Sub .60 FTE	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	19,471.00
Math TOSA will support with pre/post conferencing with teachers after their observations Implement a tool for observation and collecting information to guide teaching practices	No Additional cost Peer Teacher Observation / Walkthroughs	1000-1999: Certificated Personnel Salaries	0

Teacher training	Counting Collections and Math Collaborative	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

Strengths: We have seen an increase in students reporting of school connectedness, academic motication and relationships with adults at school.
Challenges: While there has been an increase in students reporting meaningful particpation in class, it is still low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kid Survey, School Climate Survey, PBIS data, attendance data	For 17-18: 46% of students experienced a high degree of school connectedness 46% of students reported high academic motivation 50% of students reported they had caring adult relationships at school 27% of students reported they had meaningful participation in class less than 1% of students have been suspended and there have been 140 total office referrals. For 18-19: 81% of students experienced a high degree of school connectedness	Increases in student postive reporting on the CHKS. Decrease in office referrals.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	88% of students reported high academic motivation 83% of students reported they had caring adult relationships at school 47% of students reported they had meaningful participation in class less than 1% of students have been suspended and there have been 104 total office referrals from August-June.	

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

Strategy & Supporting Actions 1

Strategy

Together staff and families will foster a positive, engaging school climate that enhances meaningful participation and school connectedness for ALL students.

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

All students

SEL activities that provide cooping skills	Toolbox project by Dovetail Learning	4000-4999: Books And Supplies Site Lottery	1,000.00
Bi-Monthly Safety Committee meetings to strategize safety plan Participate inthe district/county wide BIG emergency drill Assure that school has proper materials needed for different types of drills Provide parents information to link school with home safety	Safety Committee	1000-1999: Certificated Personnel Salaries	
Share Path to provide School wide Mindfulness practices to include grade level assemblies, visible	Mindfulness	1000-1999: Certificated Personnel Salaries PTA	4,000.00

posters in classrooms and hallways, parent training, support teachers who are getting there certification			
PBIS team to meet monthly to review SWIS Data and implement strategies appropriate to impact data results (92 hours)	PBIS Monthly Meetings	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	5,000.00
SEL Parent Ed Night (additional hours for teachers to support parent training) Safety Committe (additional hours for teachrs to support parent training and meeting time)	Teacher Hourly extra support (55 hours)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000.00
Pay membership SMCOE to use database that will help us keep track of referrals (Majors)	SWIS database	Site LCFF Supplemental A	500.00
Art Therapy for students 1:1 and group work 5 days per week To support mindfulness practice with individual students and support with PBIS school wide practices	Art Therapy	District LCFF Supplemental A	
Art Therapy for students 1:1 and group work 2 days per week	Art Therapy Intern		
Provides a coach each month for 1 week to organize play during AM Recess and Lunch time play Coach organizes/ coordinates/ teaches Junior Coaches how to run games throughout the month Provides parents with their monthly newsletter	Playworks		25,000.00

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Stergenthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

To increase parent engagement and participation to learning opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Rosters from Meetings	315 parent participants for Back to School & Open House 50 parent participants for 5 ELAC meetings	To increase by 50 percent for next school year

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

Strategy & Supporting Actions 1

Strategy

Build and sustain school-home communication systems that support learning and promote student achievement by increasing healthy partnerships between staff and families.

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

All students

Communication to parents to engage in activities: Correspondence that goes	Parent Engagement	5000-5999: Services And Other Operating Expenditures Site Title I	1,991.00

home on a monthly,weekly, daily basis Phone Calls to inform parents of functions and events Provide meetings and workshops to support student learning and social emotional well being			
Provide resources to parents Enhance communication between parents and teachers Support with planning, organizing,ELAC, SSC and other learning trainings for parents	Community Worker	2000-2999: Classified Personnel Salaries District Title I	48,551.00
ELAC meetings are held at College Park	ELAC Parent Engagement	Site LCFF Supplemental A	3,000.00
Hold a PTA learning engagement event for families	Family Pizza Learning Night	PTA	
Provide teachers with a stipend to run activities that will support learning at the Family Pizza learning Night	Family Pizza Learning Night Teacher Hourly extra support	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	600.00
Continue partnership with Family Engagement Learning Initiative	Reading Log Trackers (FELI)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	
Reward student participants with books for reading during the summer Hold a Return to school reading party for students that summit their Summer Reading Logs.	No additional funding Summer Reading Program (FELI)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	0
Sub release for 3 teachers to participate with the training provided by FELI	Family Engagement Literacy Initiative (FELI)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	450.00
3 Mini meetings informing parents of what a day looks like in kinder Parent Education Meetings	Parent Involvement Project (PIP)	Other	0

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

Name of Members	Role
Jeannette Ramirez	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Jeannette Ramirez on June 19 2019
	SSC Chairperson, Gina Dimalanta on June 19, 2019