

School Year: 2020-21

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orchard Elementary	50-71290-6111009	May 14, 2020	June 23, 2020

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

Due to COVID -19 restrictions and parent and classified staff availability, Orchard Elementary participated in a Single Plan Student Achievement virtual collaboration activity with certificated staff members on the Guiding Coalition (leadership) as well as School Site Council, and administration. Through this process we were able to look at Orchard's progress for the year and compare our data to year's previous. We also collected information in regards to next steps to meet our school's goals including input regarding expenditures, strategies, and activities that will assist/support in meeting the goals. Goals for the 20-21 school year were vetted and approved by guiding coalition members, staff, and school site council.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1243 506 1333 537">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		

Conclusions based on this data:

1. There is a continued need to focus on student achievement in both ELA and Math.
2. The efforts made to establish and maintain interventions and supports for student behaviors have been successful as demonstrated by the decrease in suspension numbers.
3. The attendance programs and incentives in place continue to keep Orchard's overall positive attendance data high however stakeholders have agreed that despite overall positive attendance there has been a decline in our positive attendance percentage the last two years and additional steps will be implemented to incentivize, educate, and celebrate students and families for positive attendance.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 22 points below standard Declined -3.5 points 271	<p>English Learners</p>  Yellow 35.9 points below standard Increased ++13.8 points 60	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Orange 32.5 points below standard Maintained -0.7 points 181	<p>Students with Disabilities</p>  Orange 69.4 points below standard Maintained -1.1 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 54.6 points below standard Declined -4.6 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.9 points below standard Increased ++3.2 points 106	 No Performance Color 31.4 points below standard 13	 No Performance Color 0 Students	 Yellow 4.9 points below standard Declined -3.1 points 117

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72 points below standard Increased Significantly ++23.9 points 33	8.3 points above standard Declined -10.1 points 27	18 points below standard Declined -5.1 points 211

Conclusions based on this data:

- English learner achievement on the CAASPP is increasing but it continues to be a sub group that is farthest away from proficiency so focused instruction and EL support will need to continue.
- Students with disabilities have also shown an increase in achievement.
- Students of low socio economic status have shown a decline. The total number of students that are in this category has gone up.

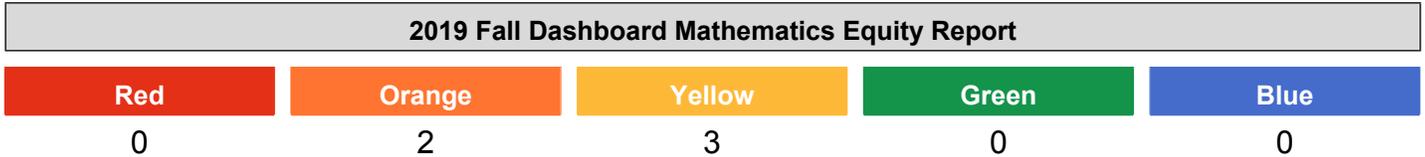
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 35.6 points below standard Maintained -1.6 points 268	<p>English Learners</p>  Yellow 48.6 points below standard Increased ++12.1 points 59	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Orange 45.8 points below standard Maintained ++1.8 points 179	<p>Students with Disabilities</p>  Yellow 59 points below standard Increased ++13.4 points 47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 71.1 points below standard Maintained ++2.1 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.6 points below standard Declined -3 points 105	 No Performance Color 32.3 points below standard 13		 Yellow 18.8 points below standard Declined -4.2 points 117

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.3 points below standard Increased Significantly ++18.2 points 32	12.2 points below standard Declined -5.7 points 27	31.9 points below standard Maintained -2.3 points 209

Conclusions based on this data:

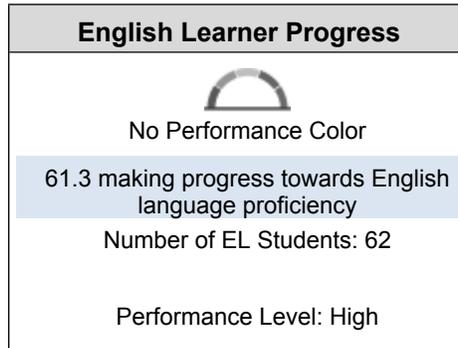
1. Math is an area in need of a detailed data dig to address specific targets and monitor progress with more regularity.
2. There is an identified need to support Hispanic students and EL's with math proficiency.
3. All groups need support with math, not just minority sub-groups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	15	8	30

Conclusions based on this data:

1. A total of 61% of EL's are a level 3 or 4 and approaching reclassification.
2. Number of EL students has declined over the last two years.
3. Identified need for deeper data dig on the 9 students that showed a decline in progress.

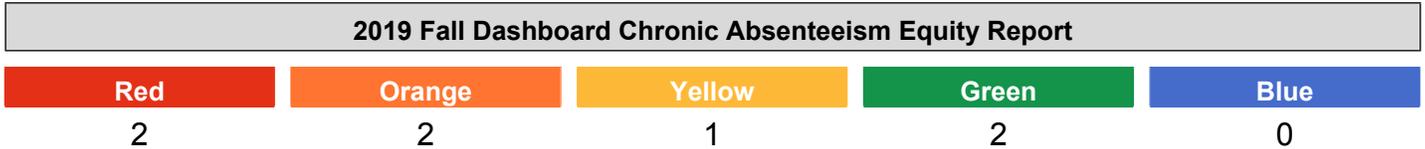
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>8.3</p> <p>Increased Significantly +3.1</p> <p>640</p>	<p>English Learners</p>  <p>Orange</p> <p>9.1</p> <p>Increased +5.1</p> <p>88</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>10.7</p> <p>Increased Significantly +3.7</p> <p>393</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9.3</p> <p>Increased +2.3</p> <p>108</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
13.9	Less than 11 Students - Data Not Displayed for Privacy	8.3	16.7
Declined -2.3	3	Increased +8.3	Increased +9
36		24	12
Hispanic	Two or More Races	Pacific Islander	White
 Red	 Green	 No Performance Color	 Green
11.1	6.7	Less than 11 Students - Data Not Displayed for Privacy	4.5
Increased Significantly +7.1	Declined -4.9	2	Maintained +0.4
271	45		247

Conclusions based on this data:

- Attendance improvement efforts should be targeted to low socioeconomic students as well as students with disabilities.
- Attendance improvement efforts have shown great success in improving the attendance of the white population and students listed as two or more races.
- Hispanic students are another subgroup that have not benefited as much from our attendance improvement efforts.

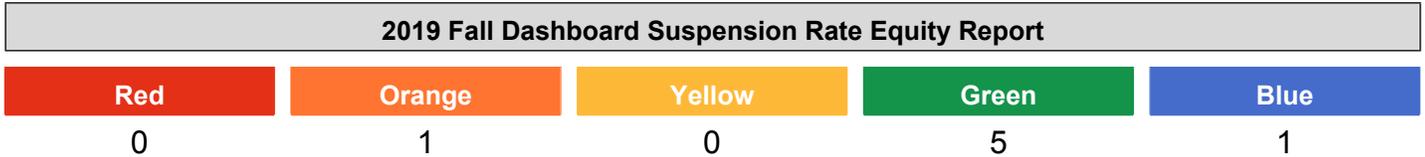
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.4</p> <p>Declined Significantly -2 661</p>	<p>English Learners</p>  <p>Green</p> <p>1</p> <p>Declined -0.9 96</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.5</p> <p>Declined Significantly -2.7 405</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.8</p> <p>Declined -1.2 113</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.6 Increased +0.3 36	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Maintained 0 24	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4 Declined -0.5 286	 Blue 0 Declined -7.7 46	 No Performance Color Less than 11 Students - Data 2	 Green 1.2 Declined Significantly -2.8 251

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	1.4

Conclusions based on this data:

1. A subgroup that we will need to focus on and target is the African American group. A deeper data dig is needed to identify why this group saw an increase in numbers of suspensions compared to all other groups that saw a decrease.
2. The site intervention team monitoring data and meeting to discuss students monthly led to a decrease in the number of students with disabilities being suspended.
3. Suspension data continues to trend in a positive direction.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 1

By June 30, 2021, 100% of Orchard Elementary students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

Identified Need

As indicated by the CA Dashboard data all sub groups and overall performance on the CAASPP is in the orange range. EL's and special education students demonstrated some growth but continue to be 50-75 points below standard. Additional sub groups include students of low socioeconomic status (SED), Hispanic, and white. SED and Hispanic students demonstrated a decline in performance from the previous year and the white subgroup showed an increase in performance. The increase in performance is an indicator that some efforts are heeding positive results but the data clearly demonstrates a gap between the white sub group and all other sub groups. The strategies and activities outlined below will reflect the need to focus on increasing performance of EL's, Hispanics, and SED students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 ELA Dashboard	Red - None Orange - Socioeconomically disadvantaged, Students with Disabilities Yellow - English Learners, Hispanic, White Green - None Blue - None	Fall 2020 Release Point from Level 3: All students and all student groups to move a minimum of 10 points towards 3.
2. Acquiring English Fall 2019 CA Dashboard ELPI **Progress 1 ELPI level or Maintained ELPI Level 4	ELs making progress towards English language proficiency**: 61.3% Performance Level: High # of Students: 62	Increase percentage of EL's making progress towards English Language Proficiency to 70% or higher.
3. PLC Survey Spring 2020 - . Professional Learning Communities (PLC) Progress regarding implementation of	PLC Survey Spring 2020 Average Scores:	Increase to average 3.6

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	Learning as our fundamental purpose - 2.98 Building a collaborative culture through high-performing teams- 3.32 A focus on results - 3.19	
4. CAASP Targets- Areas of greatest need identified by Data Dig	Greatest group not showing progress and in need of intensive supports are Socioeconomically disadvantaged students, Students with disabilities, and African American students. Specific claims on CAASP in need of attention: Vocabulary/Word meaning, Writing, and Research and Inquiry.	Improve performance in all areas and in identified sub groups through targeted intervention.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement, including developing and analyzing common formative assessments and use of district benchmarks to guide and drive instruction, identify student needs, develop and implement plans to meet the identified needs, and monitor student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1800

Source(s)

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monitor student performance in core content areas and implement plans of support to help underachieving students reach proficiency including opportunities for extra support within the school day as well as outside of the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4546

Source(s)

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, EL's, and SED students.

Strategy/Activity

Provide teachers with job embedded professional growth related to high yield instructional practices as demonstrated through Marzano's elements, opportunities to observe high performing colleagues, social emotional learning, trauma informed practices, embedded coaching related to PLC and RTI, as well as continued professional growth related to curriculum, state standards, and ELD support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

Source(s)

Title I, Part A

1500

Title IV, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Incorporate regular technology use, target practicing tech skills needed for use on state assessments, utilize instructional coach support to incorporate technology as an assessment tool as well as an engagement tool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7333

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Record and track data of student progress on essential standards to plan instruction and intervention by the student by the standard/skill as well as monitor progress towards SMART goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Literacy-based instruction, with a focus on academic discourse, will be provided to all students in order to improve overall academic achievement in all content areas. EL students will receive designated and integrated ELD daily with a focus on intensive academic vocabulary and discourse.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I, Part A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

ELD/Literacy Specialist will collaborate with staff to support ELs in the area of English Language acquisition as well as being a resource for literacy development using 21st Century learning skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

Title I, Part A

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Changes in ELD/Literacy specialist role may have positively benefited our EL students; because she is only servicing EL's in the student population taking the CAASPP, students in other populations who are low readers (non-EL's) may have slipped through the cracks and found ELA/reading difficult if they were already a low reader

The increase in students qualifying for SPED, especially in upper grades, indicates they have been on the radar for awhile and may just be beginning to receive the services they needed, affecting overall ELA results

Implementation of new SEL and Social Studies (in addition to the Science pilot team) has somewhat impacted/dipped into the amount of time available to teach core subject areas.

On the bright side, the increase in PLC knowledge and implementation has led to more focused interventions and the refinement of teacher practices.

Although there is still much room to grow, we still see tremendous benefits to implementing grade-level interventions based on our selected essential standards. We feel as though we are still headed toward the same overarching goal and with the correct "team" mindset.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

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

Due to COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Goal 2

By June 30, 2021, 100% of Orchard Elementary third grade students will be reading at grade level.

Identified Need

Reading at grade level by third grade is proven to dramatically increase a student's ability to achieve and stay on grade level beyond third grade. At Orchard we have seen a discrepancy between the overall performance of third grade students exiting third grade reading at grade level and students that have an identified disability or are English learners. Our third grade SED students are actually performing at the same level of proficiency as their peers. (67% at grade level) This information tells us that we need to increase our overall focus on improving reading skills and additionally we need to provide extra support and resources to our sped students and EL's.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd grade (Spring 2020 unavailable due to COVID-19)	Met or Exceeded: All 3rd Grade Students: 43.7% English Learners: 8.3% Low Income: 34.4% Students with Disabilities: 10.5%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
Oral Reading Records Fall 2019 3rd grade	Reading at Grade Level: All 3rd Grade Students: 76.62% English Learners: 50% Low Income: 33% Students with Disabilities: 0%(no data present for SPED students)	Reading at Grade Level: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students reading below grade level

Strategy/Activity

Classroom Teachers provide small group guided reading lessons on a daily basis reflective of the individual students reading levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students reading below grade level

Strategy/Activity

Classroom teachers will work with their grade level collaborative teams as well as consult with ELD/Literacy specialist, Site Intervention team members, and/or Instructional coach to identify effective strategies, scaffolds, and supports that will be implemented for all students reading below grade level in order to support them with comprehension of grade level material.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as needing Tier 3 support in reading (usually means 1.5 or more years behind)

Strategy/Activity

Small group instruction provided by the ELD/Literacy Specialist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners performing on the ELPAC at levels 1 or 2 for written language.

Strategy/Activity

Designated ELD provided by the ELD/Literacy Specialist in small group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Changes in ELD/Literacy specialist role may have positively benefited our EL students; because she is only servicing EL's in the student population taking the CAASPP, students in other populations who are low readers (non-EL's) may have slipped through the cracks and found ELA/reading difficult if they were already a low reader
The increase in students qualifying for SPED, especially in upper grades, indicates they have been on the radar for awhile and may just be beginning to receive the services they needed, affecting overall ELA results. A fall tutoring session targeting student below grade level in reading may have contributed to the increase in students reading at grade level as of the Fall 2019 data point.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies and activities were implemented to the extent possible prior to school closure due to COVID-19.

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

Goals and strategies/activities will be continued since insufficient data points were available due to school closure from COVID-19.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 3

By June 30, 2021, 100% of Orchard Elementary students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

Identified Need

As is demonstrated in the data, math scores overall are lower than ELA scores which tells us that there is a need to provide the same level of focus, supports, and interventions for math as are provided for ELA. The data supports the fact that math is an area of strength for our SED students as well as students with disabilities. EL's are affected by lower performance in math as in ELA. Overall student performance decreased by 2% from 17-18 to 18-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Mathematics Dashboard	Red - None Orange - Hispanic, Socioeconomically disadvantaged Yellow - English learners, Students with disabilities, White Green - None Blue - None	Fall 2020 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Targets	Group below standard in need of intensive interventions/supports- Hispanic, African American, and Socioeconomically disadvantaged Claims on CAASP in need of specific attention: Concepts and Procedures Communicating Reasoning	Overall increase percentage at grade level or above in all areas.
PLC Survey Spring 2020 - Professional Learning (PLC) Progress regarding implementation of standards including all students, included	PLC Survey Spring 2020: Learning as our fundamental purpose average score - 2.98	Increase to average 3.6.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above	Building a collaborative culture through high-performing teams average score - 3.32 A focus on results average score - 3.19	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement, including developing and analyzing common formative assessments and use of district benchmarks to guide and drive instruction, identify student needs, develop and implement plans to meet the identified needs, and monitor student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2800

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Incorporate incentives for achievement related to math fluency goals by grade. Classroom teachers will work with students to set goals related to math fluency and achievement of those goals will be celebrated schoolwide.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monitor student performance in core content areas and implement plans of support to help underachieving students reach proficiency including opportunities for extra support within the school day as well as outside of the school day (extended day/tutoring).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5350

Title I, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Provide professional development to teachers regarding strategies and supports related to EL's and the vocabulary/reading skills required for math proficiency at grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Through systems of supports, classroom teachers, grade levels and site personal will set individual student goals and implement interventions/enrichment opportunities to meet these goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title I, Part A

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

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

Students not performing at grade level

Strategy/Activity

Site Intervention Team will monitor student progress on a regular basis and meet with teams approximately every other month to provide support, suggestions, and receive updates on progress from each grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

PLC process/intervention focusing on Math has become a cultural norm.
Direct focus on individual targets within the standards.

Consistency of common language and strategies within grade level and in vertical articulation with other grade levels.

More opportunities for differentiation/enrichment.

6 week intervention/tutoring provided for math foundational skills and skill strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Spring 2020 tutoring was not completed due to school closure from COVID-19.

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

Strategies/activities remain the same as they are all still relevant and need to be continued into the 20-21 school year since the 19-20 school year was interrupted and affected significantly by the school closure from COVID-19.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Goal 4

By June 30, 2021, the attendance rate will increase by at least 0.5%.

Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism of 20% or higher decreased by nearly 2% points from 17-18 to 18-19. Students with absences between 10% and 20% decreased by nearly 1% from 17-18 to 18-19 and students with absences between 5% and 10% decreased by 1.5% from 17-18 to 18-19. Overall, the number of students considered chronically absent went down by 1.2%. However, all significant subgroups increased the chronically absent rate from 17-18 to 18-19. The site must make an effort to target specific students and subgroups when determining attendance incentives, supports, and interventions.

Attendance rates will significantly be affected for the 19-20 school year by the impact of COVID-19 and for that reason are not being accounted for in this update.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Chronic Absenteeism Dashboard	<p>Chronically Absent: All students 8.3% Red - Hispanic, Socioeconomically disadvantaged Orange - Students with Disabilities, English Learners Yellow - African American Green - 2 or more races, White Blue - none</p>	<p>Chronic absenteeism will decrease by 4.3% in order for the positive attendance rate to be at 96% overall.</p>
Collective Efficacy Survey, Spring 2020	<p>Collective Efficacy Spring 2020: #20 Teachers in our school believe that every child can learn: 5.42 (#20 Scale: 1 Strongly Disagree to 6 Strongly Agree) #24 If a child doesn't want to learn teachers at our school give up: 5.38 (#24 Scale: 1</p>	<p>Scores will be at 5.5 or higher.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Strongly Agree to 6 Strongly Disagree)	
2019-2020 CERTIFY Attendance Data Reports ATT 040-0315 ATT 040-0320	CERTIFY Attendance Data (as of 2/21/2020): # of Students absent 7%+ approaching 10%: 44 students # of Students absent 10%+: 38 students	Improve number of students in the approaching and at chronic absenteeism percentages by decreasing total number of students by at least 10 in each category.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Build upon the positive school climate/culture, work with staff to increase positive student interactions including having all staff greet all students as they pass by them.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide training to staff on social emotional learning including providing all classrooms with curriculum, tools, and resources for making connections with students and incorporating activities that will increase feelings of empathy, inclusion, acceptance, and belonging.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Conduct attendance challenges throughout the year to encourage/motivate students to be at school every day and on time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Recognize classrooms with perfect attendance daily by giving a shout out, recognize classrooms with highest percentage of positive attendance weekly by awarding spirit stick, look for more ways to celebrate the students that are at school every day, on time, and stay all day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

Students approaching 10% or higher chronic absenteeism

Strategy/Activity

Target students on the cusp of chronic absenteeism by holding an SST meeting with teacher, admin, parent, and other invested staff (counselor, nurse) to discuss attendance pattern, identify reasons for negative attendance, and develop a plan of support based on the identified needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with chronic absenteeism

Strategy/Activity

Create individualized incentive programs for students to encourage them/motivate them to come to school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers, staff, administrators, and parents will identify and plan for regular and meaningful parent engagement opportunities to support student achievement and a positive school-home relationship.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

Title I, Part A

300

Title IV, Part A

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Implementation was challenged due to higher than average number of students out with legitimate illness and Dr. notes for multiple days in a row and also due to impact of COVID-19 and school closures, many students stopped coming to school as soon as neighboring counties and districts started closing even though Sylvan stayed open.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the intended attendance challenges and incentive/reward programs were not held/implemented partially due to higher than average numbers of students marked absent due to illness and partially due to the hiring of a new Staff Secretary and allowing time for her to acclimate to the school and learn basic procedures, monitoring, etc. before taking on more with incentives and challenges.

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

All strategies/activities will continue for 20-21 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Goal 5

By June 30, 2021, identified student group(s)' suspensions will decrease by 25% from the total suspension rate for 2019-2020.

Identified Need

Fall 2019 data from the CA dashboard show suspension rates as an area of strength for Orchard Elementary as there has been a trending decline in number of suspensions and also a decline for specific sub groups that were being targeted through systematic interventions and supports. Additional preliminary data show that this trend will continue as there were only 6 incidents of suspension so far for the 19-20 school year as of late February 2020.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Suspension Rate from the CA Dashboard	Red- none Orange- African American Yellow- none Green- English Learners, Hispanic, Socioeconomically disadvantaged, students with disabilities, and White Blue- 2 or more races	Decrease in suspension rate of 25%
2019-2020 CERTIFY Suspension Data - Number of Incidents	Number of Incidents (as of 2/24/2020): 6 incidents with 28 total number of days 1 expulsion In school- 3 incidents, 3 days total	Decrease to 0 expulsions Decrease overall by .5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk students and students identified to be in need of Tier 3 level of support for behavior, social, and/or emotional needs.

Strategy/Activity

Provide mental health clinician and/or behavior analyst support to address social, emotional, and behavior needs so students are able to be academically successful.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Sanford Harmony social/emotional curriculum and strategies to build students skill base related to social and emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide students with a safe space to de-escalate, take a break, and/or work through a self-regulating routine. This space will include tools such as fidgets, calming tools, and sensory supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Title IV, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional development to staff related to the use of other means of correction, teaching students essential behavior skills, and social/emotional skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement the SOAR essential behaviors matrix and slides presentation schoolwide to reinforce consistent language among staff and students as well as consistent expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Recognize/celebrate students who are "Getting it right" in a variety of ways as frequently as possible (monthly assemblies, daily shout outs, weekly VIP lunch, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

Site Intervention Team will meet bi-monthly to monitor progress of under performing students, identify any new students to keep on the radar, and provide teachers/staff with suggestions for supporting the students behavior, social, and/or emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

At risk students/repeat offenders

Strategy/Activity

Counselor/mental health clinician, admin, and staff will collaborate with parents and students at an SST meeting to identify a specific plan of support for the student that will reduce the likelihood of repeat offenses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

After implementation of the SOAR Behavior Matrix across the campus we have seen a decrease in student behavior, due to common language across campus.

The Behavior Support Team has been instrumental in coordinating student needs and directing to which services are best for students.

Sanford Harmony, our new SEL curriculum has been very helpful in supporting our students' needs.

Trauma training provided to all staff.

SEL Curriculum implemented allows teachers to support the social emotional needs for students.

Multi Tiered System of Support

See a need for consistent of language and expectations across the board

Suspensions have decreased but behaviors are still existing and difficult to manage

Although, we have no full time counselor/AP the set days we do have our counselor/AP have allowed students to know when they will be able to access support.

More proactive with students who have had behaviors in years past.

Tiered person of "help" for discipline - ie Principal, VP, counselor, school psychologist, other teacher, etc.

Morning announcements, reminders of rules helps with decreasing annoyance behaviors

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the Title IV expenditures were unable to be realized due to the school closure and other outside interference i.e. vendors, etc.

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

Strategies and actions will continue as they continue to be effective, necessary, and can be built upon/refined.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$34,579.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$34,579.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I, Part A	\$30,579.00
Title IV, Part A	\$4,000.00

Subtotal of additional federal funds included for this school: \$34,579.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$34,579.00

School Site Council Membership

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

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

Name of Members	Role
Angela Quinteros	Principal
Ellie Davis	Classroom Teacher
Kelli Johnson	Classroom Teacher
Melissa Stout	Classroom Teacher
Debbie Moniz	Other School Staff
Sandy Cummings	Parent or Community Member
Kirsten Parker	Parent or Community Member
Arizona Rojas	Parent or Community Member
Tracy Shepard	Parent or Community Member
Kathryn Tellez	Parent or Community Member

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 5/14/2020.

Attested:



Principal, Angela Quinteros on 5/14/2020



SSC Chairperson, Kathryn Tellez on 5/14/2020