

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
Lexington Elementary	37-67991-6037683	May 22, 2019	July 30, 2019

Purpose and Description

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

Schoolwide Program

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

The overall academic performance of students at Lexington is at the red level for English language arts and the yellow level for mathematics, identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Lexington will assess student reading levels at the beginning, middle, and end of the school year. This will provide all teachers with data on student reading levels allowing for more targeted differentiated supports and intervention. Additionally, it will allow for goal setting and progress monitoring throughout the year.

To meet the English language arts needs of all students across the curriculum Lexington will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development, and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for College and Career and the World of Work.

Lexington shall commit to a team-based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow

staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically. Lexington's six student subgroups will have access to targeted intervention to support their academic progress in the area of mathematics and English language arts.

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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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions

and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on March 26, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 22, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. A Title I meeting: This meeting was held on October 17, 2018 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	%	0.12%	1		1
African American	5.4%	5.52%	6.13%	47	48	52
Asian	2.8%	2.87%	3.77%	25	25	32
Filipino	0.7%	0.46%	0.35%	6	4	3
Hispanic/Latino	37.9%	37.59%	39.86%	333	327	338
Pacific Islander	0.1%	0.46%	0.24%	1	4	2
White	49.3%	48.62%	45.52%	433	423	386
Multiple/No Response	2.8%	4.02%	3.77%	25	35	32
Total Enrollment				879	870	848

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	169	170	172
Grade 1	144	146	139
Grade 2	134	148	141
Grade3	132	136	141
Grade 4	137	131	131
Grade 5	163	139	124
Total Enrollment	879	870	848

Conclusions based on this data:

1. Enrollment has been steady at Lexington and maintained consistent in general during the 2016-17 and 2017-18 school year.
2. 5th grade enrollment decreased by 24 students from the 2016-17 to the 2017-18 school year.
3. Enrollment increased from kindergarten to third grade from 2015-16 to the 2016-17 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	669	661	622	76.1%	76.0%	73.3%
Fluent English Proficient (FEP)	41	53	48	4.7%	6.1%	5.7%
Reclassified Fluent English Proficient (RFEP)	56	68	30	9.3%	10.2%	4.5%

Conclusions based on this data:

1. The amount of English learners has maintained steady from 2015 to 2018, ranging from 75.9 to 76.1%
2. The number of fluent English proficient students ranges from 4.7% to 6.1%, with an increase 1.4% from 2016-17 to 2017-18.
3. Lexington had a 3.4% increase of reclassified fluent English proficient students from 2015-16 to 2016-17 and a 0.9% increase in students reclassified to fluent English proficient in 2017-18. It is important to note the change in assessment from CELDT in 2015-2016 and 2016-207 to the ELPAC in 2017-2018.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133		141	112		139	112		139	84.2		98.6
Grade 4	136		130	117		126	117		126	86		96.9
Grade 5	161		121	141		116	141		116	87.6		95.9
All Grades	430		392	370		381	370		381	86		97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.		2346.	9.82		7.19	9.82		7.91	23.21		22.30	57.14		62.59
Grade 4	2380.		2379.	4.27		7.14	9.40		11.90	20.51		13.49	65.81		67.46
Grade 5	2429.		2430.	4.96		4.31	16.31		12.93	24.82		25.86	53.90		56.90
All Grades	N/A	N/A	N/A	6.22		6.30	12.16		10.76	22.97		20.47	58.65		62.47

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	8.93		7.91	29.46		36.69	61.61		55.40	
Grade 4	2.56		5.56	41.03		34.13	56.41		60.32	
Grade 5	5.67		6.03	41.84		37.07	52.48		56.90	
All Grades	5.68		6.56	37.84		35.96	56.49		57.48	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.04		7.19	32.14		31.65	59.82		61.15
Grade 4	7.69		3.97	34.19		30.95	58.12		65.08
Grade 5	9.29		7.76	39.29		50.00	51.43		42.24
All Grades	8.40		6.30	35.50		37.01	56.10		56.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.04		4.32	55.36		58.27	36.61		37.41
Grade 4	2.56		8.73	51.28		48.41	46.15		42.86
Grade 5	2.84		4.31	58.87		55.17	38.30		40.52
All Grades	4.32		5.77	55.41		54.07	40.27		40.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61		7.19	37.50		29.50	50.89		63.31
Grade 4	4.27		6.35	48.72		33.33	47.01		60.32
Grade 5	10.64		6.03	43.26		43.97	46.10		50.00
All Grades	8.92		6.56	43.24		35.17	47.84		58.27

Conclusions based on this data:

- Overall, 59% of students tested did not meet standard in English Language Arts/Literacy. This is a decrease of 4% more students not meeting standard as compared to the previous year. In the areas of Reading, Writing, Listening, and Research/Inquiry, students showed overall improvement of 9%, 7%, 11%, and 7% fewer students not meeting standard respectively.
- In the areas of Reading, Writing, Listening, and Research/Inquiry, students showed overall improvement/decrease of 0%, -3%, -5% and -10% more students at or near standard, and an increase of -3%, -4%, -3% and -3% more students scoring above standard.
- Participation rates are below 95% in grades 4 and 5, however, this reflects/includes students enrolled less 12 months who do not take the ELA/Literacy tests. Excluding these students raises the participation rate to 99% school wide.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133		141	130		140	130		140	97.7		99.3
Grade 4	136		130	133		128	133		128	97.8		98.5
Grade 5	161		121	159		119	159		119	98.8		98.3
All Grades	430		392	422		387	422		387	98.1		98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.		2388.	5.38		10.00	16.15		15.71	30.77		25.71	47.69		48.57
Grade 4	2398.		2423.	3.01		4.69	12.78		20.31	30.08		30.47	54.14		44.53
Grade 5	2432.		2448.	4.40		6.72	10.06		10.08	28.93		27.73	56.60		55.46
All Grades	N/A	N/A	N/A	4.27		7.24	12.80		15.50	29.86		27.91	53.08		49.35

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	9.23		22.14	35.38		25.71	55.38		52.14	
Grade 4	5.26		11.72	24.81		31.25	69.92		57.03	
Grade 5	6.29		11.76	33.96		25.21	59.75		63.03	
All Grades	6.87		15.50	31.52		27.39	61.61		57.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.77		14.29	38.46		32.14	50.77		53.57
Grade 4	3.76		7.81	35.34		40.63	60.90		51.56
Grade 5	3.14		10.08	34.59		33.61	62.26		56.30
All Grades	5.69		10.85	36.02		35.40	58.29		53.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.31		15.00	53.85		36.43	33.85		48.57
Grade 4	4.51		8.59	38.35		40.63	57.14		50.78
Grade 5	3.77		6.72	36.48		44.54	59.75		48.74
All Grades	6.64		10.34	42.42		40.31	50.95		49.35

Conclusions based on this data:

1. Overall, 53% of students tested did not meet standard in Mathematics which is a decrease of 7%. In the areas of Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communication Reasoning 62%, 58%, and 51% of students scored below standard respectively which is an improved decrease as well.
2. Students tested, performed lower (At or Near Standard) for overall achievement school wide in all 3 areas in all 3 grade levels.
3. Participation rates met or exceeded 95%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1391.0		1399.8		1370.3		131	
Grade 1	1449.5		1454.5		1444.1		108	
Grade 2	1463.7		1467.4		1459.4		110	
Grade 3	1470.3		1462.6		1477.6		104	
Grade 4	1475.2		1468.5		1481.6		96	
Grade 5	1495.0		1489.5		1500.1		82	
All Grades							631	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	15.27		20.61		31.30		32.82		131	
1	24.07		30.56		30.56		14.81		108	
2	24.55		43.64		18.18		13.64		110	
3	*		24.04		31.73		37.50		104	
4	*		35.42		19.79		37.50		96	
5	*		53.66		15.85		19.51		82	
All Grades	15.21		33.44		25.20		26.15		631	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	19.85		18.32		26.72		35.11		131	
1	40.74		32.41		14.81		12.04		108	
2	46.36		30.00		15.45		*		110	
3	13.46		32.69		25.00		28.85		104	
4	23.96		27.08		19.79		29.17		96	
5	41.46		35.37		*		14.63		82	
All Grades	30.43		28.68		19.02		21.87		631	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	11.45		12.21		44.27		32.06		131	
1	20.37		24.07		21.30		34.26		108	
2	13.64		30.00		32.73		23.64		110	
3	*		18.27		23.08		55.77		104	
4	*		19.79		34.38		42.71		96	
5	*		39.02		26.83		29.27		82	
All Grades	9.83		22.98		31.06		36.13		631	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.98		38.17		19.85		131	
1	61.11		30.56		*		108	
2	52.73		38.18		*		110	
3	14.42		62.50		23.08		104	
4	22.92		45.83		31.25		96	
5	20.73		67.07		*		82	
All Grades	36.93		45.80		17.27		631	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	16.03		35.88		48.09		131	
1	31.48		46.30		22.22		108	
2	44.55		47.27		*		110	
3	27.88		39.42		32.69		104	
4	40.63		32.29		27.08		96	
5	54.88		30.49		14.63		82	
All Grades	34.39		38.99		26.62		631	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	8.40		62.60		29.01		131	
1	31.48		30.56		37.96		108	
2	20.91		43.64		35.45		110	
3	*		35.58		62.50		104	
4	*		47.92		50.00		96	
5	*		58.54		40.24		82	
All Grades	11.57		46.59		41.84		631	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.77		36.64		33.59		131	
1	16.67		62.04		21.30		108	
2	16.36		66.36		17.27		110	
3	10.58		49.04		40.38		104	
4	17.71		52.08		30.21		96	
5	31.71		47.56		20.73		82	
All Grades	20.44		51.98		27.58		631	

Conclusions based on this data:

1. There is a strong improvement from Kinder to 1st grade overall. In the highest levels, 3 and 4, there is roughly a 10% increase. From Kinder to 1st grade in Level 3 from 20.61% to 30.56% and in Level 4 from 15.27% to 24.07%.
2. A school-wide focus on presentation literacy has helped improve students' performance in oral fluency, thus presenting the highest scores in listening and speaking with 36.93% and 34.89%, respectively, in the area of "well developed" and 45.80% (listening) and 38.99% (speaking) in the "moderate" stage.
3. Reading and writing areas presented the lowest scores, with 41.84% and 27.58%, respectively, in the "beginning" stage and 46.59% (reading) and 51.98% (writing) in the "moderate" stage.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. A focus on positive intervention programs and supports, trauma-informed care, and professional development around the area of collaborative problem-solving, have significantly helped reduce the amount of suspensions.
2. Students still require intensive intervention in the area of English Language Arts as this has been the lowest level of performance compared to Mathematics. The use of conceptual Math programs that don't require much language like ST Math have demonstrated student ability and progress.
3. Chronic absenteeism continues to be an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 83.7 points below standard Declined -6.7 points 357 students	<p>English Learners</p>  Red 83.1 points below standard Maintained -2.1 points 315 students	<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 students	<p>Socioeconomically Disadvantaged</p>  Red 84.8 points below standard Declined -7.9 points 324 students	<p>Students with Disabilities</p>  No Performance Color 134.6 points below standard Maintained -2.9 points 35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 83.1 points below standard Maintained 0.1 points 22 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.2 points below standard Increased 10.7 points 154 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Red 88.7 points below standard Declined -22.6 points 158 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.2 points below standard Increased 4.8 points 250 students	21.4 points above standard Increased 22.5 points 65 students	88.3 points below standard Declined -38.6 points 42 students

Conclusions based on this data:

1. ELA performance is an area of concern, showing an overall decline in performance with EL's and RFEP students maintaining the same level of performance or increasing.
2. With the amount of point levels below standard there is a need for a focus on literacy that is more intensive and parent involved.
3. There is work to do across the board when it comes to literacy but the highest group continues to be RFEP, even compared to EO's. Home language maintenance with new language acquisition is key in improving academic performance in all areas, in particular ELA.

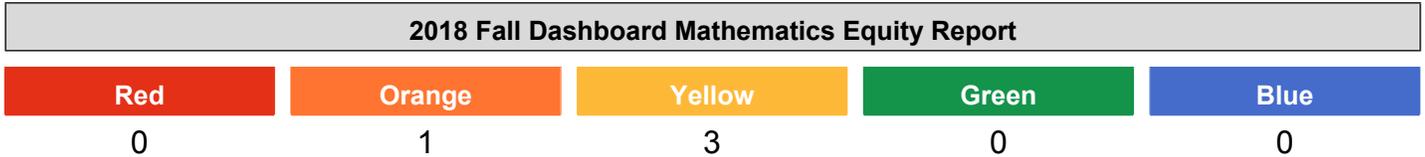
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 64.6 points below standard Increased 6.2 points 357 students	<p>English Learners</p>  Yellow 64.5 points below standard Increased 7.2 points 315 students	<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 students	<p>Socioeconomically Disadvantaged</p>  Yellow 65.9 points below standard Increased 4.8 points 324 students	<p>Students with Disabilities</p>  No Performance Color 103.5 points below standard Increased 3 points 35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 70.9 points below standard Increased 20.2 points 22 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 66.8 points below standard Increased 13.1 points 154 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Orange 62.5 points below standard Maintained 0.6 points 158 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.1 points below standard Increased 12.5 points 250 students	10.6 points above standard Increased 24.9 points 65 students	64.8 points below standard Maintained -1 points 42 students

Conclusions based on this data:

1. Our ST Math program, which focuses on concepts, has been instrumental in an increase in performance with our EL and RFEP students.
2. Performance for English only students in Math has maintained in 2018.
3. Although there has been some increase in Math performance, more work on cognitive-based math programs is slated to begin next year to bring students to grade-level standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
631	15.2%	33.4%	25.2%	26.1%

Conclusions based on this data:

1. The shift from CELDT testing to ELPAC testing has shown a transition in testing requirements for 2018 requiring more site resources in order to test the large number of EL's.
2. A larger number of students (33.4%) have approached a level 3 performance in ELPAC assessments, compared to levels 1 (26.1%) and 2 (25.2%).
3. There is still a large number of students in levels 1 and 2, which would require more specific, designated interventions for the following year.

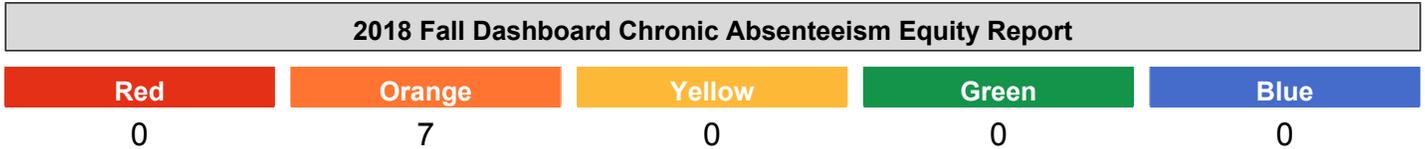
School and Student Performance Data

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.3% chronically absent Increased 1.9% 945 students	<p>English Learners</p>  Orange 8.3% chronically absent Increased 2.2% 708 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Orange 10.3% chronically absent Increased 0.9% 848 students	<p>Students with Disabilities</p>  Orange 21.6% chronically absent Declined 1.2% 116 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 19% chronically absent Increased 10.5% 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 12.5% chronically absent Increased 1% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.7% chronically absent Increased 1.3% 356 students	 Orange 20.9% chronically absent Declined 6.1% 43 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 5.4% chronically absent Increased 1% 447 students

Conclusions based on this data:

1. There is an overall increase in chronic absenteeism, which presents a problem in the academic achievement essential for student progress.
2. A majority of our student population come from single parent or unstable home environments, which contribute to absences. More parent inclusion is planned for next year to involve parents in school community relations.
3. Excessive tardies and absences have been an ongoing area of concern due largely in part to parent commitments. Numerous parent/student meetings reveal students love coming to school because they feel welcomed and have fun learning.

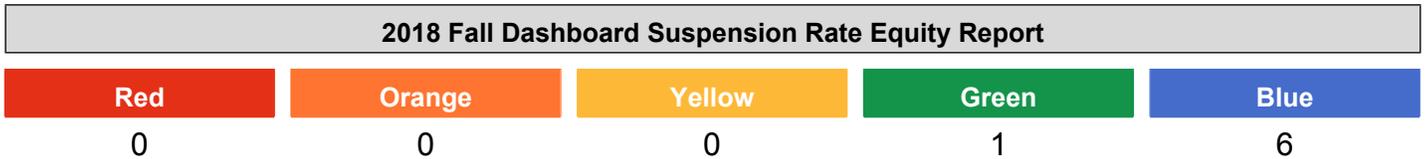
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.2% suspended at least once Declined -4.8% 968 students	<p>English Learners</p>  Blue 0.1% suspended at least once Declined -3.8% 717 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 5 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.2% suspended at least once Declined -4.9% 868 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -4.8% 119 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.6% suspended at least once Declined -4.9% 62 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Declined -7.4% 32 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -5.2% 365 students	 Blue 0% suspended at least once Declined -7.7% 44 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0.2% suspended at least once Declined -4.2% 456 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.9% suspended at least once	5% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. Suspensions have dramatically decreased between 2017 and 2018 due in part to a school-wide focus on collaborative problem-solving, trauma-informed care training, and positive behavior interventions.
2. Strong counselor-student relationships through leadership opportunities for students as well as lunch-bunch groups and alternative recess interventions have helped in the reduction of student suspension rates.
3. Suspension rates dropped from 5% in 2017 to 0.2% in 2018.

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

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All students have access to high-quality teachers and a broad range of educational programs and materials as well as 1:1 digital technology to enhance learning across subject areas. Lexington Elementary School students will have access to high-quality teachers and a broad range of educational programs as they prepare for college and career readiness and future success. Students will be provided personalized instruction in Core Academic areas to target each student's needs. Lexington students will be provided career exploration, exposure and Social and Emotional lessons through the World of Work and Sanford Harmony programs.

Identified Need

Based on annual measurable outcomes showing overall students in the red performance level on the CA Dashboard in English Language Arts and annual review of professional learning and observation of professional development specific to EL's it is evident Lexington needs to focus on supporting our students through increased teacher understanding of guided language acquisition and reading strategies. Lexington wants students to receive high-quality instruction from teachers and needs to maintain on-going collaboration and professional development in order for students to be college and career ready. Teacher teams need to work toward our vision of creating a collaborative environment that empowers students to be resourceful and independent learners. Teachers need time to collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices. Teachers need to collaborate to guide students to become creative, critical thinkers who pursue their passions to achieve life skills and educational success. This also requires the principal to spend quality time observing in classrooms and providing teacher feedback on best practices and strategies learned during professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Observation of World of Work activities	90% of students participated in a World of Work activity	100% of students will participate in a World of Work activity
Teacher observations and classroom walkthroughs	Principal spent approximately 7 hours a week in classrooms observing teacher practice and providing feedback	Principal will spend at least 10 hours a week in classrooms observing teacher practice and providing feedback

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of: Professional learning opportunities Observation of professional development specific to EL's Designated ELD classroom schedules	Six teachers attended and were certified in GLAD training this year 80% of teachers had confirmed designated ELD time in their schedules	Ten teachers will be certified and GLAD trained by the end of the 19-20 school year. There will be a focus on reading within ELA for all students with specific target goals for our EL and students with disabilities subgroups in order to move these groups up to the orange performance color. 100% of EL students will receive designated ELD instruction 30 minutes a day

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

Software will be purchased to support personalized learning and small group instruction of underachieving students in order to better meet their individual needs in order to close the achievement gap.

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)

7,500

Source(s)

Title I
 5800: Professional/Consulting Services And
 Operating Expenditures
 Software Licenses

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

Teachers will attend professional development research-based CCCS aligned instructional practices and strategies that attend to the needs of all learners. Professional Development (PD) will be provided for all staff and will include, but is not limited to, Guided Language Acquisition, Reading Strategies, Curricular Adoptions, MTSS, ELD, 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)

33,690

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries
Additional Hourly

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

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Lexington Elementary promotes a positive school climate and offer programs that promote health and wellness. Students will engage in character education activities aimed at eliminating incidents of bullying, the use of control substances, and increasing self-awareness, empathy and positive relationships. Students will engage in character education activities aimed at eliminating incidents of bullying and increasing self-awareness, empathy and positive relationships. By June 2020, Lexington will implement a Multi-Tiered System of Support that includes a social-emotional learning program to promote developing happy students, engaged in healthy relationships. All students will receive daily 15-30 minute Sanford Harmony Lessons in the classroom as measured by the school counselor. All students who are considered chronically absent will receive support with a counselor or assistant principal.

Identified Need

Chronic absenteeism at Lexington is at 11.3% which is at the orange level and 2.3% above the State average of 9%. This identifies opportunities for growth in the area of chronic absenteeism and student engagement. Lexington will collect behavioral weekly and work to improve school climate. Lexington's needs more counseling and Assistant principal support in order to help the leadership team regularly evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates. Sanford Harmony Curriculum needs to be used daily in all classrooms and at all grade levels every day by the classroom teacher. Lexington will reinforce PBIS to support the needs of all students in relation to the positive climate of the school. Counselors will support this initiative and focus on social interactions and positive self-image.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.37%	Goal: Maintain the attendance rate at 95% or above.
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: 9.16% 2017-2018: All students: Increased 1.9% Overall 11.3% Orange English Learners: Orange Low Income: Orange	Decrease the overall chronic absenteeism rate from 11.3% to 8.3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD: Orange Hispanic: Orange White: Orange Two or More Races: Orange African American: Orange	
Dashboard: Suspension Rate 2016-2017: All students: 5% Red English Learners: Orange Low Income: Red SWD: Yellow Hispanic: Red White: Orange African American: Red	2017-2018: All students: Declined -4.8% Overall 0.2% Blue English Learners: Blue Low Income: Blue SWD: Blue Hispanic: Blue White: Blue Two or More Races: Blue African American: Green	Continue with an overall decline in suspensions by 2% .
Student Gallup Results	Student Gallup Results Engagement 4.32 Hope 4.27 Entrepreneurial 2.94 Career/Financial Literacy 3.23	Student Gallup Results Engagement 4.4 Hope 4.3 Entrepreneurial 3.0 Career/Financial Literacy 3.3

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

Behavioral data will be collected and used to improve school climate by the Assistant Principal

Anti-Bullying Curriculum will be used by counselors for all students.

Sanford Harmony Curriculum will be used by counselors to focus on social interactions and positive self-image.

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)
76,381	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Asst. Principal 0.50
85,696	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Counselor 1.0

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

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Lexington Elementary students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies. During the 2019-2020 school year, 40% of students scoring in the red performance level in ELA (as indicated by the CA Dashboard) will increase performance levels as measured by CAASPP Assessment.

Identified Need

Due to a large number of English learners at Lexington and ELPAC results, it is evident that EL students must be receiving integrated ELD within all subject areas and designated ELD 30 minutes every day at their ELD level. Lexington needs a plan for monitoring designated ELD in the classroom. Reclassification rates are below the County average by 4.7% and Lexington also has several students in 4th and 5th grade who are at risk of becoming Long Term English Learners and a targeted intervention plan needs to be put into place to set individualized goals, monitor progress, and provide support as needed. Other subgroups, scoring in the red level for English Language Arts and orange or yellow in mathematics need interventions and supports in order to be college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	Statewide Assessments - CA Dashboard: ELA Student Groups Scoring Red: All Students Student with disabilities EL African American Socio-Economic White Student Groups Scoring Orange: Hispanic Math Student Groups Scoring Orange:	Statewide Assessment: ELA 10% of all students will move up into the Orange performance level. Math 5% of white students will move up into the yellow level Make sure that all EL students are receiving 30 minutes of Designated ELD a day per teacher schedules and principal observation. All students in 4th and 5th grade at risk of becoming an

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White Student Groups Scoring Yellow: All Students Student with disabilities EL African American Socio-Economic Hispanic	LTEL will have a targeted intervention plan in place monitored by the school counselor.
ELPAC	ELPAC: 26.1 Beginning Stage 25.2 Somewhat Developed 33.4 Moderately Developed	ELPAC: Students scoring in the Beginning Stage will drop from 26.1% to 21% and students scoring in Moderately Developed will increase from 33.4% to 36.4%.
Reclassification Rate (County 14.9%)	Percent Reclassified: 10.2%	Reclassified Goal: Increase the reclassification rate to 13.2%

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)

English Learners

Strategy/Activity

EL students will participate in the intervention and instructional programs to increase academic proficiency

Intervention teacher to track data and provide feedback and strategies for newcomers, at-risk students, and long term English Learners

Intensive reading instruction will be provided to students far below grade level in reading.

ELDAs to Support Bilingual programs

After school intervention support for students not meeting grade-level proficiency grades K-5

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)
40,101	Title I 2000-2999: Classified Personnel Salaries ELDA Arabic
40,101	Title I 2000-2999: Classified Personnel Salaries ELDA Spanish
109,283	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher 1.0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Supplemental instructional supplies purchased for students in our Bilingual Dual Language Program

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)
4,248	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Instructional Supplies
4,294	Title I 5000-5999: Services And Other Operating Expenditures Instructional Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Lexington Elementary will foster a sense of shared community and decision making for parents and other stakeholders. The SSC, ELAC, teachers, administrators, and PTA will work together to make decisions and set goals related to improving Lexington's academic and social activities. By the end of the 2019-2020 school year Lexington will increase parent engagement by providing more opportunities for parents to be a part of the decision process and to allow them opportunities to share their opinions as will be evidenced through the Parent Needs Assessment, a 20% increase in the number of Parent University attendees, and a 30% increase in liaison contacts.

Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. They also request to have greater access and a better understanding of school programs and curriculum, as well as tools to support at home. Parents want more timely communication with teachers, this communication needs to include positive news. In an effort to build relationships with families and strengthen their capacity to support their children we need to provide more parent workshops classes in Arabic, Spanish and English to further their parenting skills and to provide them with strategies to help their children succeed in school. These classes and parent contacts need to be conducted by Lexington staff and community liaisons in an effort to partner with parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	Parent University Courses: 3 courses, 15 parents each	Parent University Goal: 2 courses, 15-20 parents each
Home Visits	Number of home visits: 20	Goal for home visits: 30
School Site Council Meetings	Number of parents at meetings: 5	Goal: Maintain 5 parents attending at each meeting
English Learner Advisory Meetings	Number of parents at meetings: 10	Goal: 15

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

To accommodate the shared governance of school subjects and programs.
 Collaboration with parents regarding educational topics, LCAP goals, School Site Plan, site needs, and involvement opportunities
 Liaison to provide Parent Workshops to further their parenting skills and to provide them with strategies to help their children succeed in 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)
4,941	Title I 2000-2999: Classified Personnel Salaries Community Liaison
4,253	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Parent Involvement/Community Liaison
1,000	Title I 2000-2999: Classified Personnel Salaries Community Liaison Additional Time

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

Childcare for parent involvement in school activities will be offered

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I Parent Involvement

2000-2999: Classified Personnel Salaries
Classified Hourly

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	\$245,663
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	\$411,988.00

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	\$207,220.00
Title I Parent Involvement	\$4,753.00
Title I PD	\$33,690.00

Subtotal of additional federal funds included for this school: \$245,663.00

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 (\$)
Supplemental Concentration Funding	\$166,325.00

Subtotal of state or local funds included for this school: \$166,325.00

Total of federal, state, and/or local funds for this school: \$411,988.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$166,325	0.00
Title I	\$207,220	0.00
Title I PD	33,690	0.00
Title I Parent Involvement	\$4,753	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	166,325.00
Title I	207,220.00
Title I Parent Involvement	4,753.00
Title I PD	33,690.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	305,050.00
2000-2999: Classified Personnel Salaries	90,896.00
5000-5999: Services And Other Operating Expenditures	8,542.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	162,077.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	4,248.00

1000-1999: Certificated Personnel Salaries	Title I	109,283.00
2000-2999: Classified Personnel Salaries	Title I	86,143.00
5000-5999: Services And Other Operating Expenditures	Title I	4,294.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,753.00
1000-1999: Certificated Personnel Salaries	Title I PD	33,690.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,190.00
Goal 2	162,077.00
Goal 3	198,027.00
Goal 4	10,694.00

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
Sergio Navarro	Principal
Shelly Frizzell	Classroom Teacher
Ashley Bennett	Classroom Teacher
Eva Oemick	Classroom Teacher
Phoua Xiong	Other School Staff
Hadeel Jammoua	Parent or Community Member
Wafaa Selman	Parent or Community Member
Sandy Zara	Parent or Community Member
Hasiba Habibi	Parent or Community Member
Samea Ahmed	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 5/22/19.

Attested:

Principal, Sergio Navarro on 5/22/19

SSC Chairperson, Sandy Zara on 5/22/19