

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Avocado Elementary	37-67991-6069082	May 23, 2019	July 30, 2019

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 1, 2019 was the culminating 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 23, 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.

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	0.3%	%	%	2		
African American	4.3%	5.12%	4.53%	26	29	26
Asian	2.3%	2.12%	2.44%	14	12	14
Filipino	0.8%	0.35%	0.35%	5	2	2
Hispanic/Latino	31.0%	32.51%	32.06%	187	184	184
Pacific Islander	0.2%	%	%	1		
White	33.8%	34.10%	35.37%	204	193	203
Multiple/No Response	21.9%	20.32%	20.38%	132	115	117
Total Enrollment				603	566	574

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	127	100	121
Grade 1	87	106	88
Grade 2	92	87	109
Grade 3	79	94	88
Grade 4	100	82	85
Grade 5	118	97	83
Total Enrollment	603	566	574

Conclusions based on this data:

1. We are a highly diverse community which creates a well balanced student body
2. Our enrollment numbers continue to increase in the primary grades, while our intermediate grades are currently showing a decline in numbers.
3. Based on enrollment projections for the 2019-2020 school year, we are projected to increase enrollment by approximately 60 students.

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	180	139	128	29.9%	24.6%	22.3%
Fluent English Proficient (FEP)	29	46	38	4.8%	8.1%	6.6%
Reclassified Fluent English Proficient (RFEP)	19	42	13	10.8%	23.3%	9.4%

Conclusions based on this data:

1. The school site is seeing a steady decline in the number of identified English Learners.
2. The school site is currently seeing an increase in the number of students identified as Fluent English Proficient (FEP)
3. The school site more than doubled the number of students that have earned the reclassification and are now identified as Reclassified Fluent English Proficient (RFEP)

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	78		92	77		92	77		92	98.7		100
Grade 4	103		82	96		81	96		81	93.2		98.8
Grade 5	116		79	115		78	115		78	99.1		98.7
All Grades	297		253	288		251	288		251	97		99.2

* 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	2379.		2418.	9.09		25.00	19.48		15.22	23.38		30.43	48.05		29.35
Grade 4	2470.		2449.	27.08		27.16	20.83		18.52	27.08		17.28	25.00		37.04
Grade 5	2504.		2488.	24.35		15.38	26.09		34.62	22.61		15.38	26.96		34.62
All Grades	N/A	N/A	N/A	21.18		22.71	22.57		22.31	24.31		21.51	31.94		33.47

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	10.39		23.91	40.26		46.74	49.35		29.35	
Grade 4	19.79		30.86	48.96		35.80	31.25		33.33	
Grade 5	24.35		19.23	50.43		52.56	25.22		28.21	
All Grades	19.10		24.70	47.22		45.02	33.68		30.28	

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	9.09		16.30	46.75		48.91	44.16		34.78
Grade 4	29.17		18.52	46.88		45.68	23.96		35.80
Grade 5	28.70		20.51	45.22		48.72	26.09		30.77
All Grades	23.61		18.33	46.18		47.81	30.21		33.86

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	11.69		20.65	57.14		59.78	31.17		19.57
Grade 4	16.67		19.75	69.79		59.26	13.54		20.99
Grade 5	26.96		11.54	51.30		66.67	21.74		21.79
All Grades	19.44		17.53	59.03		61.75	21.53		20.72

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	10.39		20.65	41.56		55.43	48.05		23.91
Grade 4	27.08		19.75	56.25		40.74	16.67		39.51
Grade 5	29.57		20.51	44.35		46.15	26.09		33.33
All Grades	23.61		20.32	47.57		47.81	28.82		31.87

Conclusions based on this data:

1. Avocado Elementary assessed 97% of all eligible students (students in grades 3-5) in the 2016-2017 school year. This ensures that our scores are valid and above the minimum participation rate for this new assessment.
2. In 2016-2017, 43.74% of Avocado Elementary's students met or exceeded the English Language Arts standards, which is a decrease of +10.25% from 2015-2016.
3. Avocado Elementary will increase our focus on Reading (demonstrating understanding of literary & non-fictional texts) and Writing (producing clear and purposeful writing). Our site was selected to participate in the A2i/United 2 Read research project to support reading instruction in the primary grades
We will continue our implementation of a common assessment across the primary grades (K-3)
A new ELA adoption has been selected by the District and will support our efforts to increase student growth in this area.

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	78		92	77		92	77		92	98.7		100
Grade 4	103		82	99		79	99		79	96.1		96.3
Grade 5	116		79	115		78	115		78	99.1		98.7
All Grades	297		253	291		249	291		249	98		98.4

* 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	2408.		2428.	14.29		17.39	23.38		30.43	29.87		28.26	32.47		23.91
Grade 4	2486.		2476.	23.23		25.32	30.30		25.32	34.34		27.85	12.12		21.52
Grade 5	2515.		2497.	26.09		15.38	21.74		25.64	30.43		29.49	21.74		29.49
All Grades	N/A	N/A	N/A	21.99		19.28	25.09		27.31	31.62		28.51	21.31		24.90

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			22.08			28.26			40.26			39.13			37.66			32.61
Grade 4			37.37			32.91			42.42			35.44			20.20			31.65
Grade 5			29.57			26.92			36.52			30.77			33.91			42.31
All Grades			30.24			29.32			39.52			35.34			30.24			35.34

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			20.78			22.83			45.45			52.17			33.77			25.00
Grade 4			25.25			25.32			52.53			46.84			22.22			27.85
Grade 5			28.70			14.10			41.74			52.56			29.57			33.33
All Grades			25.43			20.88			46.39			50.60			28.18			28.51

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	18.18		26.09	41.56		42.39	40.26		31.52
Grade 4	30.30		32.91	48.48		37.97	21.21		29.11
Grade 5	25.22		14.10	47.83		58.97	26.96		26.92
All Grades	25.09		24.50	46.39		46.18	28.52		29.32

Conclusions based on this data:

1. Avocado Elementary assessed 98% of eligible students (students in grades 3-5) in the 2016-2017 school year. This ensures that our scores are valid and above the minimum participation rate for this new assessment.
2. In 2016-2017, 52% of Avocado Elementary's students met or exceeded the Mathematics standards, which is a decrease of -4.92% from 2015-2016.
3. Avocado Elementary will continue to focus on Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems).

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	1447.8		1450.0		1442.6		25	
Grade 1	1462.4		1473.4		1451.1		29	
Grade 2	1496.4		1507.0		1485.3		23	
Grade 3	1469.4		1471.2		1467.0		21	
Grade 4	1526.9		1535.5		1517.9		15	
Grade 5	1544.2		1553.9		1534.0		12	
All Grades							125	

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	48.00		*		*		*		25	
1	55.17		*		*		*		29	
2	52.17		*		*		*		23	
All Grades	40.80		32.80		16.00		10.40		125	

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	52.00		*		*		*		25	
1	65.52		*		*		*		29	
2	86.96		*				*		23	
3	*		52.38		*		*		21	
4	73.33		*		*				15	
All Grades	60.80		24.00		*		8.80		125	

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	44.00		*		*		*		25	
1	37.93		*		*		*		29	
3					*		61.90		21	
All Grades	28.80		24.00		26.40		20.80		125	

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	64.00		*		*		25		
1	62.07		*		*		29		
2	82.61		*		*		23		
3	*		66.67		*		21		
All Grades	55.20		32.80		12.00		125		

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	44.00		52.00		*		25		
1	68.97		*		*		29		
2	86.96		*		*		23		
3	52.38		*		*		21		
4	93.33		*				15		
5	91.67		*				12		
All Grades	69.60		21.60		8.80		125		

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	56.00		*		*		25		
1	48.28		*		*		29		
3			*		76.19		21		
4			73.33		*		15		
All Grades	32.00		38.40		29.60		125		

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	48.00		44.00		*		25	
1	*		58.62		*		29	
2	*		60.87		*		23	
3	*		57.14		*		21	
All Grades	32.00		54.40		13.60		125	






Conclusions based on this data:

1. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. In 2017-2018 (the transition year to the ELPAC), 73.6% of our students scored in the Level 3 (Moderately Developed) and Level 4 (Well Developed) proficiency levels.
2. In 2017-2018, our identified third grade English Learners (current fourth grade students) performed lower in a majority of the ELPAC subtests (Overall, Oral Language, Written Language, Listening and Speaking). We have adjusted the delivery of intervention groups to support these students.
3. Writing continues to be an area of focus for our identified English Learners. We will refocus our implementation of CTC Writing during the 2019-2020 school year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our identified socioeconomically disadvantaged students (approximately 279 students) are currently struggling with chronic absenteeism, English Language Arts and Mathematics. We will work to better connect with these students and families based on the recommendations made by our ELAC and SSC.
2. Our focus on chronic absenteeism has resulted in an overall decline in chronic absenteeism in multiple identified subgroups. Approximately 7.5% of students are now identified in this group, a decline of 2.1%.
3. The site dramatically reduced the number of student suspensions from the previous school year in seven student groups (African American, Hispanic, White, Two or More Races, EL, SED and Students w/ Disabilities)

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>  Orange 15.8 points below standard Declined -3.9 points 255 students	<p>English Learners</p>  Yellow 33.3 points below standard Increased 4.3 points 86 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 44.1 points below standard Declined -3.2 points 136 students	<p>Students with Disabilities</p>  No Performance Color 123.7 points below standard Maintained -2 points 31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 43.1 points below standard Increased 9.9 points 19 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.4 points below standard Increased 12.5 points 84 students	 No Performance Color 5.8 points below standard Declined -27.4 points 14 students	 No Performance Color 0 Students	 Yellow 2.1 points below standard Declined -8.8 points 86 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
93.4 points below standard Increased 5.2 points 46 students	35.7 points above standard Increased 21.1 points 40 students	9.3 points below standard Declined -8.9 points 165 students

Conclusions based on this data:

1. We experienced an overall decline of -3.9 points on last year's English Language Arts section of the California Assessment of Student Performance and Progress (CAASPP) assessments, with our declines in our Socioeconomically Disadvantaged, White and "Two or More Races" subgroups. However, we did see point increases in our Hispanic, African American and English Learner subgroups.
2. Our identified English Learners (EL - Increased 5.2 points) and Reclassified Fluent English Proficient (RFEP - Increased 21.1 points) students continue to show growth.
3. Our primary grade instructors (K-3) have taken their new experience with our new English Language Arts Program and have requested a more accurate assessment, outside of the current program, to better identify areas of focus for our students moving forward. The presented assessment data confirms that their request and concerns are accurate. Site administration has ordered the Fountas and Pinnell reading assessment to support all grade levels with a focus on foundational reading skills for the 2019-2020 school year.

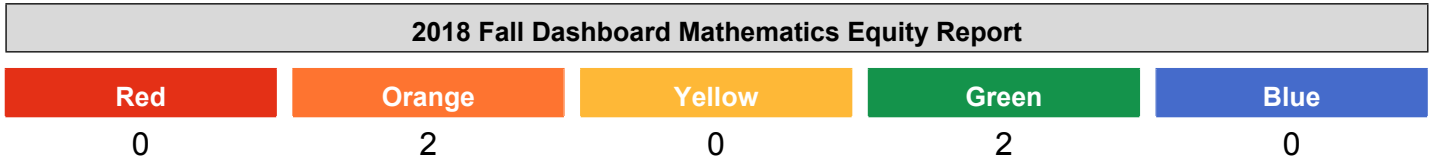
School and Student Performance Data

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 12.4 points below standard Declined -3.3 points 255 students	<p>English Learners</p>  Orange 25.8 points below standard Declined -3.5 points 86 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 30.6 points below standard Maintained 0.6 points 136 students	<p>Students with Disabilities</p>  No Performance Color 97.8 points below standard Increased 14.4 points 31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 52.7 points below standard Maintained 1.2 points 19 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 17.5 points below standard Increased 15.8 points 84 students	 No Performance Color 16.9 points below standard Declined -25.7 points 14 students	 No Performance Color 0 Students	 Green 0.9 points above standard Declined -9.9 points 86 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
70.2 points below standard Declined -6.1 points 46 students	25.3 points above standard Increased 11.7 points 40 students	6.9 points below standard Declined -3.4 points 165 students

Conclusions based on this data:

1. We experienced an overall decline of -3.3 points on last year's CAASPP assessments. We saw declines in our Socioeconomically Disadvantaged, White and "Two or More Races" subgroups. However, we did see point increases in our Hispanic, African American and English Learner subgroups.
2. Although we "maintained" or increased scores for our specific identified subgroups (African American and Socioeconomically Disadvantaged), these groups are scoring between 30-55 points below standard. We will investigate ways to better support these subgroups in 2019-2020.
3. Our ongoing focus on foundational ELA skills will support our growth in Mathematics based on the structure and format of the CAASPP assessments.

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
125	40.8%	32.8%	16%	10.4%

Conclusions based on this data:

1. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.
2. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–2019.
3. In this transition year to the ELPAC, 73.6% of our students scored in the Level 3 (Moderately Developed) and Level 4 (Well Developed) proficiency levels.

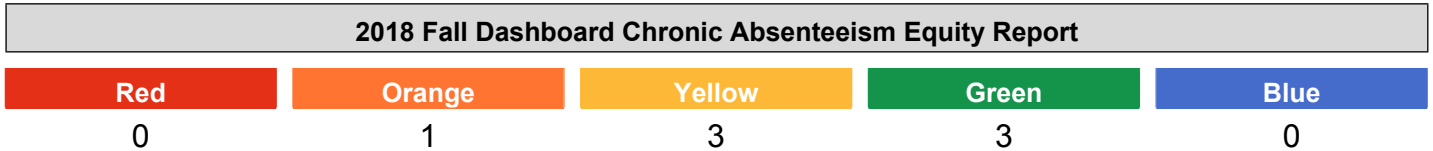
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











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>  <p>Green</p> <p>7.5% chronically absent</p> <p>Declined 2.1%</p> <p>611 students</p>	<p>English Learners</p>  <p>Green</p> <p>9.7% chronically absent</p> <p>Declined 0.6%</p> <p>144 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>11.9% chronically absent</p> <p>Declined 1.5%</p> <p>318 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>15.3% chronically absent</p> <p>Declined 4.7%</p> <p>72 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13.3% chronically absent Maintained 0.4% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Maintained 0% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.4% chronically absent Declined 4.1% 194 students	 Green 5.2% chronically absent Declined 0.9% 155 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 4.6% chronically absent Declined 2% 216 students

Conclusions based on this data:

1. The site continues to see steady declines in the percentage of students identified as chronically absent (students absent 10 percent or more of the instructional days they were enrolled).
2. Interventions in this area are primarily supported through our school counselor, site administration, school site and monetary donations from our PTA.
3. A combination of SI&A notification letters, parent conferences, trimester notifications, attendance interventions, counselor contacts, SARB hearings, leadership teams, counseling services and positive recognitions have helped us to increase daily attendance and reduce chronic absenteeism at our school site.

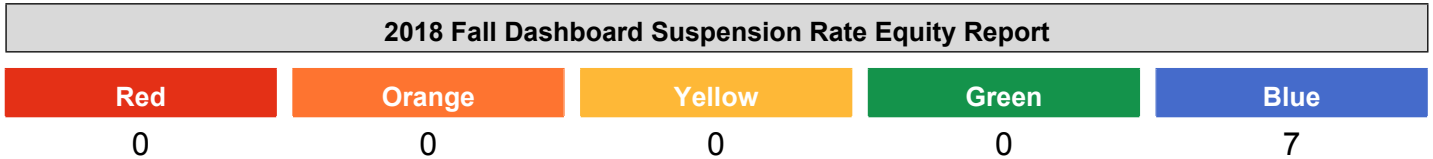
School and Student Performance Data

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 -1.6% 624 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -1.5% 146 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 1 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.3% suspended at least once Declined -2.3% 328 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -7.1% 77 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Declined -6.5% 31 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 14 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5% suspended at least once Declined -0.4% 199 students	 Blue 0% suspended at least once Declined -1.1% 158 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -2.6% 220 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.1% suspended at least once	1.8% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. We have seen a dramatic decrease in the number of suspensions at our school site overall and in all identified subgroups. Overall our site has reduced suspensions by 1.6%. Similar decreases were documented in all identified subgroups (English Learners -1.5%, Socioeconomically Disadvantaged -2.3%, Students with Disabilities -7.1%, identified African American students -6.5%, identified Hispanic students -0.4%, identified White -2.6%, and those identified as two or more races -1.1%)
2. We will continue to push our efforts in Social Emotional Learning (SEL) through the Sanford Harmony program. Our teachers' efforts to support the daily participation in this program has increased student communication, student empathy and has helped to improve the overall behavior on our campus. We will continue to explore our work with Ericka Smith through the MTSS process, which provides access to the most current SEL curriculum and training.
3. We will continue to support the efforts of our counselor and our counseling program. The genuine connections that are fostered through the small group work and leadership teams has helped to increase student connectedness, increase positive behaviors and reduce suspendible incidents on our campus. Lessons and support on complicated student cases have supported our teachers in the classroom and have helped to increase instructional time.

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 broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Avocado 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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Teachers will be afforded the opportunity to participate in professional development training and collaboration meetings (i.e., technology/academic programs, student support, data analysis, MTSS, 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)
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4,000

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures

	Conference: Training/professional development/Travel -
1,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Hourly
1,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials

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

Educational experiences opportunities and enrichment programs

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)
3,000	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Consultant agreements for DIRECT service
2,354	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials
2,000	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Professional Learning Opportunities and/or Conferences

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.

Students continued to 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.

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

Avocado teachers were given multiple opportunities to access professional learning and training that will help them better support students. Educators volunteered and applied to participate in the District's "Committee of 100".

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.

We will continue to offer multiple opportunities to access professional learning and training that will help them better support students. Professional learning centered around reading instruction, student assessment/data analysis and proven EL strategies will increase our ability to support our students.

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

Avocado School will promote a positive school climate and provide a variety of programs that promote health and wellness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 96.32%	2018-19: 97.32% (increase by +1%)
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 4.38%	2018-2019: 3.38%
CA Dashboard 2016-2017 N/A	2017-2018: All students: Decline -2.1% Overall 7.5% Green English Learners: Green Low Income: Yellow SWD: Yellow Homeless: N/A Foster Youth: N/A Hispanic: Yellow White: Green Two or More Races: Green African American: Orange [add additional sub-group not listed as needed]	2017-2018: All students: Green English Learners: Green Low Income: Green SWD: Green Homeless: N/A Foster Youth: N/A Hispanic: Green White: Green Two or More Races: Green African American: Green [add additional sub-group not listed as needed]
Dashboard: Suspension Rate 2016-2017: All students: 1.8% Green English Learners: Green Low Income: Green SWD: Yellow	2017-2018: All students: Decline -1.6% Overall 0.2% Blue English Learners: Blue Low Income: Blue SWD: Blue	2018-2019: All students: Maintain +/-1% Overall 0.2% Blue English Learners: Blue Low Income: Blue SWD: Blue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic: Blue White: Yellow Two or More Races: N/A African American: Red Homeless: N/A Foster Youth: N/A	Hispanic: Blue White: Blue Two or More Races: Blue African American: Blue Homeless: N/A Foster Youth: N/A	Hispanic: Blue White: Blue Two or More Races: Blue African American: Blue Homeless: N/A Foster Youth: N/A
California Healthy Kids Survey (Bi-annual)	N/A	California Healthy Kids Survey (Bi-annual) scheduled for 2019-20
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.28 Hope 4.27 Entrepreneurial 2.65 Career/Financial Literacy 3.31	Student Gallup Results Engagement 4.53 (increase by +.25) Hope 4.52 (increase by +.25) Entrepreneurial 2.90 (increase by +.25) Career/Financial Literacy 3.56 (increase by +.25)
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.76	Staff Gallup Goal: Q00 4.01 (increase by +.25)

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Before school running club will be available to students to enhance physical fitness and to build connections with community partners

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)

1,500

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Equipment and supplies

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

Counseling/student support program and character education 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)

1,500

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies

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

Culture and moral: Positive student awareness supplies and materials.

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)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials: awards and recognitions

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

Physical Education Supplies
Equipment will be purchased to support and encourage students' interest and engagement in physical 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)
2,500	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Equipment
500	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials:

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

Annual Jody Stratton Field Day
Equipment and materials to support physical education activity 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)
1,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Equipment

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.

Avocado has focused on chronic absenteeism, social emotional learning, counseling support and restorative practices.

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

The implementation of strategies to support Goal 2 proceeded as planned and yielded positive results.

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.

Our counselor and I are working to identify ways to reach more students and further decrease negative behaviors, absenteeism, while at the same time increasing student connectedness, student engagement and instructional time. This will support our teachers as they work to increase academic success for students.

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

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Intervention Program Licenses

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)

1,500

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating Expenditures
Contracts: Software licenses (i.e., Imagine Learning English/ILE)

3,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials
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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

Supplemental software programs

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)
12,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contract: Site Licenses
300	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials: Culture and Moral

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL Student 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)	Source(s)
10,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Hourly: EL Facilitator hourly support
2,000	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly: ELDA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Translator for parent/teacher conferences. Translator will be requested for any parent/teacher conference where parent needs or requests translation.

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)

1,000

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Hourly

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

Intervention materials, equipment, and supplies to support progress and proficiency over time toward mastering standards.

Supplemental materials, equipment, and supplies will be used to support identified EL students and students performing below standard (i.e., mentor text for Columbia Teachers' College Writing Project, equipment to support student communication and presentations, 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)

9,000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental materials, equipment and supplies

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

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, 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)	Source(s)
11,969	S&C PD 1000-1999: Certificated Personnel Salaries Certificated Hourly
1,000	S&C PD 2000-2999: Classified Personnel Salaries Classified Hourly

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.

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

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

In 2017–18, the the State of California started the transition from the California English Language Development Test (CELDT) to a new English Language Proficiency (ELP) assessment, the English Language Proficiency Assessments for California (ELPAC). This year we are working from baseline data for this new assessment. We are looking forward to comparing the baseline data to data collected during this year's test administration. We also adopted a new English Language Arts curriculum program (National Geographic). These two changes dramatically effect how we will move forward in our support of students.

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.

In 2019-2020, we will work to identify a structure of assessments that will live above the current English Language Arts (ELA) curriculum programs. The information collected from these assessments will support our ability to better identify instructional strategies for our most at-risk readers. Additional professional learning opportunities will be offered around reading instruction, student assessment/data analysis and proven EL strategies to increase our ability to support students.

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

Avocado School will foster a sense of shared community and decision making for parents and other stakeholders

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Gallup Survey	2019-2020 school year	Results will be analyzed in 2019-2020
School Site Council Meetings	5 Meetings	We will work to maintain the same number of meetings in 2019-2020
English Learner Advisory Meetings	5 Meetings	We will work to maintain the same number of meetings in 2019-2020

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 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parent engagement, ELAC meetings

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)

2,000

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Parent Engagement

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parents will receive information via school website, all-call system, digital marquee and social media websites.

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)

1,000

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Contracts: School website and Blackboard
Connect communication tools

Strategy/Activity 9

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 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplies, equipment and services to be used to increase communication between school, families and community stakeholders.

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)

2,240

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Meetings

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)

1,000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies

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.

We have worked to increase a sense of shared community and decision making for parents and other stakeholders. Our hourly support English Learner Facilitator has worked hard to promote the formation of our English Learner Advisory Committee (ELAC) and increase participation from the community. Our School Site Council continues to be active participants in the creation of meaningful experiences for students and staff. The District is creating a Parent Gallup Survey similar to the surveys created for staff members and students.

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

One of the requests made by our ELAC members was for accessibility to translators during our meetings ELAC meetings. We immediately responded to this request and it helped to support the committee's growth throughout the year.

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.

We will continue our work and support our ELAC and SSC. We look forward to reviewing the data collected from the District sponsored Parent Gallup Survey. The data collected will support our efforts to provide positive experiences for our students moving forward.

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	\$0
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	\$78,963.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
S&C PD	\$12,969.00
Supplemental Concentration Funding	\$65,994.00

Subtotal of state or local funds included for this school: \$78,963.00

Total of federal, state, and/or local funds for this school: \$78,963.00

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	\$65,994	0.00
S&C PD	\$12,969	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	12,969.00
Supplemental Concentration Funding	65,994.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,969.00
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	26,494.00
5000-5999: Services And Other Operating Expenditures	18,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	11,969.00
2000-2999: Classified Personnel Salaries	S&C PD	1,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	11,000.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	5,000.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	26,494.00

5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	18,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration Funding	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,354.00
Goal 2	7,600.00
Goal 3	51,769.00
Goal 4	6,240.00

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
Keith Himaka	Principal
Sharon Bunnell-Muniz	Other School Staff
Carrie Ignacio	Classroom Teacher
Christi Gullede	Classroom Teacher
Victoria Wiley-Gire	Classroom Teacher
Sheri Runyen	Parent or Community Member
Cindy Keiser	Parent or Community Member
Jemima Dutra	Parent or Community Member
Mary McKay	Parent or Community Member
Sally Brikho	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 05/17/18.

Attested:



Principal, Keith Himaka on 5/23/2019



SSC Chairperson, Sheri Runyen on 5/23/2019