SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	Garfield Elementary School		
CDS Code	01-61291-6002372		
Revision Date	May 25, 2017		
Contact Name and Title	Lynda Hornada Principal	Email and Phone	lhornada@slusd.us (510) 618-4300
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Principal's Message
Garfield is a community of learners who are committed to ensuring that every child who comes into our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn and embrace the skills that will make them life long learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a rigorous core academic curriculum based on the Common Core Standards and Next Generation Science Standards. They collaborate and analyze data regularly to produce deeper learning opportunities for our students including an analysis of academic performance and language development to determine English Learners (EL) program needs as well as other student group needs.

Garfield School is made up of a diverse student body. The school serves students in grades K-5. Additional resources are allocated to serve students in need of Reading and Math Intervention, English Language Development instruction, Speech, and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also participate in Music, Art, Physical Education classes taught by Specialists.

The Garfield staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on the Common Core and Next Generation Science Standards and all students are making progress

towards mastery. Garfield teachers differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet needs of all students by sharing resources and best instructional practices.These practices align activities to reach school goals to improve the academic performance of English Learner students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences which foster social/emotional growth as well as develop students' communication and collaboration skills.

District Vision Statement
The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement
Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place while fostering high academic achievement and social standards for ALL students. We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths, and contributions.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

SCHOOL PROFILE

The Garfield School community is committed to meeting the academic, developmental, and social needs of its diverse student population. During the 2016-17 school year, Garfield student demographics reflected the surrounding diversity of the San Leandro community. Our student population includes 51.02% Hispanic, 10.38% Asian, 13.09% African-American, 10.38% Filipino, 6.32% White, 6.09% multi-racial, 0.68% Native American, 1.81% Native Hawaiian, and 0.23% unknown. During the 2016-17 school year, Garfield had 129 students classified as English Learners. This represents 29.12% of our total population of 443 students. Our English Learners are diverse and represent a variety of languages that is consistent with our district's language demographics. The primary languages represented by our English Learners are Spanish, Vietnamese, Tagalog, Cantonese, Arabic, Mandarin, Punjabi, and Japanese.

Garfield teachers have many years of experience and represent one of the most veteran staffs in the district. This group of dedicated professionals believes in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past two years. Garfield teachers have had focused professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, and Eureka Math and Designated and Integrated English Language Development (ELD). This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core Standards that have allowed for deeper learning opportunities for students at each grade level. In addition to our core academic program of Language Arts, Mathematics, Science, Social Studies, and English Language Development, students in 1st - 5th grades have instruction in Physical Education, Art, and Music. Our students have access to a school library, a computer lab, and mobile Chromebook and iPad carts. Through Federal Title 1 funding, we provide paraeducator support for students who are identified as needing urgent intervention in both Language Arts and/or Math.

The Garfield staff believes in building engaging, collaborative partnerships with our parent/guardian community. Staff members encourage parents/guardians to participate in the classroom on an ongoing basis throughout the year. From multicultural potlucks to field trips, parents/guardians are involved in school life almost daily. Parent universities such as the California PTA's School Smarts Academy, the Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC) provide opportunities for parents to plan and participate in building parent leadership capacity that results in highly attended school-wide activities. The School Smarts Academy seven week curriculum includes information for parents to learn about how school's work in order to support/advocate for their children. This helps to build parents leadership capacity that leads to more parents engaging meaningfully as partners in their child's

education. Our PTA conducts fund-raisers and provides a variety of community building activities such as the Back To School Night BBQ, Movie Nights, and Book Fairs. Our ELAC meets regularly and provides a learning forum that educates parents of English Learners regarding the programs available to their students and outlines the monitoring systems in place to help support their children. ELAC also serves as one of the leadership groups that informs the School Site Council of the English Learner program needs in order to develop the school-wide goals reflected in the Single School Plan for Student Achievement. All parent groups participate in training, contribute to school planning and extend their influence to district-wide groups such as Local Control Accountability Plan (LCAP) and District English Language Learner Advisory Council (DELAC). Parents/guardians receive multi-lingual school and classroom newsletters on a regular basis in addition to messages sent through the teleparent phone system. During the past year, we have improved the Garfield website and increased the number of families who receive Remind Text Messages. The principal conducts Coffee Chats to provide an open forum for parents to receive information and ask pertinent questions on an ongoing basis including translation when ever possible for our multi-lingual community.

We also work to form partnerships with the greater community through programs such as the Safe Routes to School, Davis Street Family Resources Center, community counseling services, ASES After-school program, Child Abuse Prevention Center (CAP), Kaiser, San Leandro High School, San Leandro Education and Sports Foundations, Keep the Music Rockin, and the Alameda County Office of Education.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. In analyzing the CA Dashboard Equity Report, the Garfield community was most proud of the increases in the number of students who improved their scores on the state summative assessments. In English Language Arts, all students scored within the yellow performance band including our significant groups of English Learners, Socioeconomically Disadvantaged, and Hispanic. Our English Learner's (EL) scores increased by 26.1 points and our Reclassified English Proficient (RFEP) students scores increased by 33.4 points. In Mathematics, there were similar score increases. All students scored within the yellow performance band including our significant groups of English Learners, Socioeconomically Disadvantaged, and Hispanic students. Our English Learner's scores increased by 29.8 points and our Reclassified English Proficient student's scores increased by 17.7 points. These increases are referenced in the chart below.

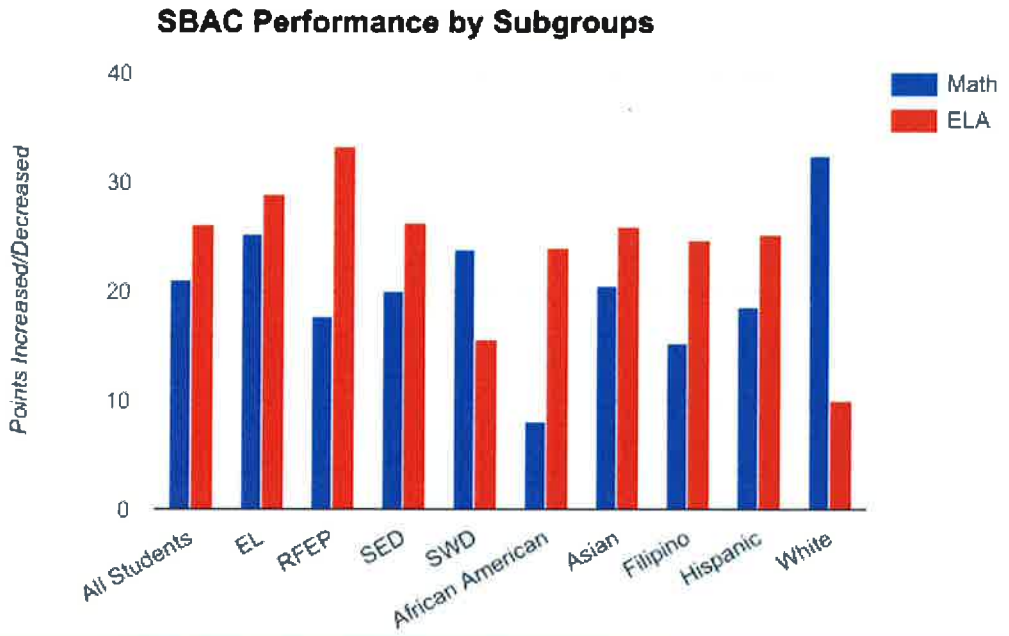
In addition, our California English Language Development Test (CELDT) scores have also increased. In comparing three years of CELDT data (2015-2017), we discovered that fewer students are scoring at the Beginning, Early Intermediate, and Intermediate levels. There are more students scoring at the Early Advanced and Advanced levels. The increased scores on CELDT have qualified 30 students to move from EL status to RFEP. This represents an increase in the number of students who will now be monitored as RFEP for 4 years following their reclassification date. In analyzing our local district data, our 2nd-5th Grade students have shown an increase in scaled scores in our STAR Renaissance Reading and Mathematics tests over the course of the year.

As a site, we believe these increases in scores are a result of better teacher and student understanding of the Common Core, ELD Standards, and online summative tests combined with a more rigorous and aligned mathematics curriculum, online blended learning platforms that serve as an individualized learning pathway for students, differentiated instruction as a means of immediate intervention and the assistance of site funded classroom para-educators. During the 2015-16 school year, all Garfield teachers completed a three-day training in implementing the new ELD standards not just during designated ELD but throughout the entire instructional day across all content areas as defined by Integrated ELD. Garfield teachers have also implemented Imagine Learning, a special online platform that supports EL students in acquiring English. During the 2016-17, all Garfield teachers participated in Project Based Learning training and have implemented projects that they developed during the training sessions. In addition to the increase in student achievement scores, we have also seen an increase in the number of parents engaged their students' education. Attendance and membership in parent advisory groups have increased. Parent attendance continues to remain high for site Coffee Chats with the Principal as well as in our National PTA School Smarts Academy program. We believe that this is related to better communication with families, more engaging/relevant parent education topics, and the work of our Parent Facilitator.

Moving forward for 2017-18, we plan to continue to build on our successes and implement our new site goals over this next Single Plan for Student Achievement (SPSA) cycle. The majority of our goals fall under the Strategic Plan and Site Goal #1 Teach, Learn, and Achieve. We have outlined fifteen action items in this area ranging from the full implementation of project-based learning to improvements in our monitoring of the progress of English Language Learners. In addition, we plan to build more of a college and career-oriented culture, provide positive behavior intervention support and social emotional learning opportunities for students, continue to strengthen the school-to-home connection and continue to improve the appearance of our school facilities.

2. In conducting our annual evaluation of program progress in the previous SPSA cycle, we believe that providing a smaller teacher to student ratio with the addition of a para-educator helped staff to provide more in-class interventions for students in need. We base this in seeing fewer students scoring in the "need for urgent intervention" category on our district assessments. Also, identifying the students who scored in the urgent need of intervention in Language Arts or Math through STAR Renaissance assessments assisted staff in making decisions on which students to serve in the Gator Learning Academies. Staff also utilized the district blended learning suite more frequently since we moved to a 2:1 student to device ratio in Kindergarten and a 1:1 ratio in 1st-5th grades. Garfield staff reviewed our current homework practices and made changes to focus more on reading and the use the RAZ Kids and Zearn blended learning platforms. In addition, we provided more science learning opportunities through use of Mystery Science and the Next Generation Science Standards (NGSS) and we served 132 students in STEAM-focused after school enrichment classes. With the assistance of an additional online platform, Ellevation, the site administrator has utilized the features to support the teachers in monitoring the academic progress that English Learners are making in their instructional program. This supports intentional monitoring of progress being made and the identification of students who are currently identified as English Learners that may need intervention services.

3. As a Title 1 School, the majority of our funding supported the hiring of two paraeducators. These classified staff members pushed into classrooms and supported the teachers in providing intervention services to students during the instructional day. Over the course of the last two years of funding these site positions, we have seen an increase in student achievement. Our staff feels strongly that lowering the class size ratio for a concentrated period of time each day to provide focused interventions helped students better access the core curriculum and close gaps in certain skill areas.



GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

Garfield's suspension rates fell into the orange performance level. Among the student groups most frequently suspended were Students with Disabilities, White, and African American in the red performance level, and Hispanic in the orange performance level, juxtaposed to Asian, Filipino, and English Learners who were all in the blue performance level. Also, while our EL student's scores on state summative tests and CELDT increased, their overall progress is still within the orange performance level. We will need to conduct a careful analysis of EL students scores on the state assessment and compare them to CELDT, and district assessment scores to ensure our EL students are making progress towards proficiency on all of these mandated assessments.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlined in our SPSA will be taken to improve the areas of greatest need for improvement:

Improving School Climate:
Implement a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions). Assure that this framework is meaningfully communicated to the entire school community including parent/guardians as an additional to support implementation.

Strengthen the connection between general education and special education services including co-teaching to improve options for our students with special needs and provide ongoing professional development for staff on inclusion and differentiation of instruction strategies for our diverse learners.

Implement Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS), and Mindfulness practices school wide.

For English Language Learner (EL) Students-
Ensuring access to systematic language development opportunities throughout the instructional day for our English Learners (EL) by identifying and implementing best practices in ELD instruction school-wide through a focus on designated and integrated ELD to assure that the instruction is connected to the common core ELA standards.

Provide names of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year and provide any intervention services that may be needed.

Provide names to staff of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness of this issue and so appropriate academic interventions can be implemented by staff for these students.

Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator support, teachers will also monitor the progress of their EL students and provide intervention to those students.

Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Teachers will regularly monitor the progress of their RFEP students to ensure they continue to make progress and provide intervention when needed.

Conduct an annual evaluation to capture the progress of the EL programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Provide ongoing K-5 parent education opportunities co-constructed with site leadership, parent facilitators and teacher and parent leaders (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

While all students scored within the yellow performance level and our EL students academic scores have increased, they are still not as high as other student groups and need to be improved. In addition, the following students groups were in the orange or red performance levels in regards to suspension rates - Socioecomonically Disadvantaged, Hispanic, Students with Disabilities, African American, and White.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

For our English Learner students, our actions steps to address the areas with greatest needs for improvement include the following:

Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English learners by identifying and implementing best practices in ELD instruction school-wide

Provide names of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year.

Provide names to staff of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness of this issue and so appropriate academic interventions can be implemented by staff for these students.

Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator support, teachers will also monitor the progress of their EL students and provide intervention to those students.

Ensure that ELL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades.

Conduct an annual evaluation to capture the progress of the EL programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Provide ongoing K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

In order decrease suspension rates, our action steps include the following:

Utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions).

Strengthen the connection between general education and special education including co-teaching services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.

Implement Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS) and Mindfulness practices schoolwide.

Implement a consistent plan of re-entry interventions for suspended students including a mandated parent, teacher, student, principal re-entry meeting, Re- Engagement plan that outlines academic and behavioral supports, behavioral contract and Coordination of Services Team (COST) referral for follow-up counseling as a means of prevention and intervention.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

These increased or improved services are outlined in the Plan Summary Greatest Needs and Plan Summary Performance Gaps section of the Single School Plan for Student Achievement.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. At Garfield, we have seen an increase in the numbers of students who have experienced traumas that affect their ability to learn and/or behave at school. We have seen an increase in the number of students who have spectrum like and/or Attention Deficit Disorder (ADD) behaviors that need to be addressed/supported. These increased student needs have resulted in more students in need of counseling and/or increases in suspensions, office, or recess reflection room referrals. There have been challenges with supporting these student needs with the resources that are currently available.

2. In order to support these students while maintaining a safe and nurturing learning environment for students, teachers have requested additional training for working with students with high emotional needs, spectrum like and/or ADD behaviors. We have set goals in our SPSA to continue to expand our PBIS and SEL programs, implement more opportunities for student "brain breaks", and improve our Coordination of Services Team (COST) referral process at the site level.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA was developed with input from all stakeholders groups on the following timeline from March to June 2017:

March - Staff Needs Assessment completed, Initial SSC and ELAC input given

April - Staff, Instructional Leadership Team, SSC, and ELAC Analysis of School-wide data; Community Survey developed and distributed; District Strategic Plan approved by BOE and Garfield SPSA Goals aligned to it based on site data and the community survey and the EL Parent Survey.

May - Draft SPSA approval from Staff and SSC

June and September - Recommendation to the Board of Education to approve Garfield's SPSA Plan

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The Garfield Staff, SSC, and ELAC all reviewed the SPSA goals and budget at the start of the school year. All subsequent actions and/or purchases were aligned to the SPSA goals throughout the year.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

Garfield School provided these parent involvement events throughout the year:
PTA Membership and Volunteering for ongoing school-wide events such as Book Fairs, Family Movie Nights, Spring Dance, Multicultural Potluck and Arts Celebration, Field Trips; Outdoor Education, Gardening, etc.
School Smarts Academy
Family Technology Night
Back to School Night
Open House
Parent Teacher Conferences
Monthly Coffee Chats with the Principal
English Language Advisory Committee
English Language Learner Parent Survey
School Site Council
Annual Title 1 Meeting
Multicultural Celebrations (school-wide and/or in the classroom)

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

Garfield School provided a Transitional Kindergarten class to help bridge the leap between pre-school and Kindergarten. Our Transitional Kindergarten students were provided with a curriculum focused on Kindergarten academic readiness skills as well as social emotional learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	65	82	64	79	64	79	98.5	96.3
Grade 4	63	70	62	68	61	68	98.4	97.1
Grade 5	64	68	64	67	64	67	100.0	98.5
All Grades	192	220	190	214	189	214	99.0	97.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2360.2	2398.9	8	14	6	19	30	30	56	37
Grade 4	2427.1	2421.8	6	10	16	13	27	31	48	46
Grade 5	2454.4	2497.3	6	15	22	34	30	33	42	18
All Grades	N/A	N/A	7	13	15	22	29	31	49	34

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	18	34	47	58	35
Grade 4	11	9	48	47	41	44
Grade 5	11	16	39	57	50	27
All Grades	10	14	40	50	50	36

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	6	31	49	63	44
Grade 4	7	10	56	41	38	49
Grade 5	9	16	44	63	47	21
All Grades	7	11	43	51	49	38

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	13	58	66	39	22
Grade 4	8	13	59	60	33	26
Grade 5	11	16	52	66	38	18
All Grades	7	14	56	64	37	22

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	18	53	52	41	30
Grade 4	10	6	51	65	39	29
Grade 5	20	22	56	70	23	7
All Grades	12	15	53	62	34	23

Conclusions based on this data:

1. The percentage of students scoring "Below Standard" for all grades decreased from 2014-15 to 2015-16 in all areas of English Language Arts.
2. The percentage of students scoring "At or Near Standard" as well as "Above Standard" for all grades increased from 2014-15 to 2015-16 of English Language Arts.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	65	82	64	79	64	79	98.5	96.3
Grade 4	63	70	60	69	60	69	95.2	98.6
Grade 5	64	68	64	67	64	67	100.0	98.5
All Grades	192	220	188	215	188	215	97.9	97.7

* 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 Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2362.8	2406.6	5	8	9	28	27	30	59	34
Grade 4	2435.4	2430.1	5	4	22	20	33	32	40	43
Grade 5	2451.0	2477.1	3	10	11	16	33	34	53	39
All Grades	N/A	N/A	4	7	14	22	31	32	51	39

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	13	23	46	69	42
Grade 4	8	12	35	33	57	55
Grade 5	8	15	27	30	66	55
All Grades	8	13	28	37	64	50

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	9	30	56	64	35
Grade 4	12	6	55	43	33	51
Grade 5	8	10	41	40	52	49
All Grades	9	8	41	47	50	45

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	16	42	59	55	24
Grade 4	12	10	42	45	47	45
Grade 5	5	12	41	51	55	37
All Grades	6	13	41	52	52	35

Conclusions based on this data:

1. The percentage of students scoring "Below Standard" for all grades decreased from 2014-15 to 2015-16 in all areas of Mathematics.
2. The percentage of students scoring "At or Near Standard" as well as "Above Standard" for all grades increased from 2014-15 to 2015-16 of Mathematics except one - the percentage of students "above standard" in Problem Solving and Modeling, and Data Analysis decreased by one.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				***		25		***	25					***	50
1	3	4	11	23	32	21	42	44	32	19	16	5	13	4	32
2	6	6	11	14	19	33	44	45	30	28	13	22	8	16	4
3	7	6	4	43	15	24	29	36	48	7	24	8	14	18	16
4	5			14	25	14	57	50	38	19		28	5	25	21
5	18	5	8	35	37	33	24	32	33	12	21	17	12	5	8
Total	7	5	6	23	24	24	41	41	36	19	16	16	10	14	17

Conclusions based on this data:

1. There has been a slight decrease in the number of students scoring at the intermediate level.
2. The students at the advanced, early advanced, and early intermediate levels had remained fairly constant. Targeted instruction with Designated ELD is necessary at these levels.
3. There has been and increase in the number of beginning students taking the annual assessment. We need to continue to monitor students progress at each level and provide instruction to result in language proficiency growth to support achieving English proficiency at the early advanced or advanced levels in order to meet reclassification criteria. This growth will be aligned to the new levels outlined in the ELPAC once implemented.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				7	3	7	25	22	23	36	25	33	32	50	37
1	3	4	9	21	32	22	39	44	35	24	16	9	12	4	26
2	5	6	11	14	19	32	46	44	29	27	13	21	8	19	7
3	7	6	7	40	15	22	33	35	44	7	26	7	13	18	19
4	5			14	23	13	57	46	37	19	8	27	5	23	23
5	17	5	15	33	35	31	28	35	31	11	20	15	11	5	8
Total	5	4	6	19	19	20	39	37	33	23	19	20	14	21	21

Conclusions based on this data:

1. The majority of students scored within the Intermediate level.
2. The number of ELL students decreases in 3rd, 4th, and 5th grades due to re-designation to fluent English proficient.
3. We need to continue to move students from intermediate to early advance or advance. In 2014-15, we had many students who stayed at the same level. These students need to be identified for targeted intervention that addresses their language proficiency needs. This student data will support the annual evaluation of programs and services outlined for English Learners.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	30	21.2%
2015-16	10	6.7%
2014-15	23	14.3%
2013-14	17	9.9

Conclusions based on this data:

1. There was an increase in the number of students who were ready for reclassification to RFEP from 2015-16 to 2016-17.
2. There was an increase in the number of students who where ready for reclassisfication to RFEP from 2013-14 to 2014-15.
3. In 2015-16, there was a decrease in the number of students ready for reclassification. We need to continue to focus on getting more students reclassified to RFEP status. This will involve monitoring students that are meeting or close to meeting the set criteria for reclassification. Clearly defining the process regarding reclassification for parents of current EL will also be improved.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

March 2017 - Staff Needs Assessment completed, Initial SSC and ELAC input given

April 2017 - Staff, Instructional Leadership Team, SSC, and ELAC Analysis of School-wide data; Community Survey developed and distributed; District Strategic Plan approved by BOE and Garfield SPSA Goals aligned with it based on site data and the community survey and the EL Parent Survey.

May 2017 - Draft SPSA approval from Staff and SSC

June and September 2017 - Board of Education approval for Garfield SPSA Plan

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The Garfield Staff, SSC, and ELAC all reviewed the SPSA goals and budget at the start of the school year. All subsequent actions and/or purchases were aligned to the SPSA goals throughout the year. Garfield Staff and Community were given opportunities to give input to the 2017-18 SPSA goals. Professional Development (PD) was provided for all stakeholders as to how the SPSA goals were aligned to the district's strategic goals. Input sessions and feedback were a result of careful academic and language data analysis that guided the programmatic decisions made on the timeline and activities outlined above. Our ELAC families provided input to EL goals which are more robust than in previous years and based on student academic achievement data and language development data. We believe that the goals outlined in the SPSA will improve EL student achievement at our school and will reflect an analysis of how the goals were met as a result of our annual evaluation.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Garfield Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We want to continue to develop an engaging and rigorous curriculum in order for students to gain mastery of the standards in all subject areas. Many of our students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase students to the proficient or advanced range.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students. 1.2a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.3 Same as 1.1	Same as 1.1	Same as 1.1
1.4 We need to provide opportunities for deeper learning through the use of project-based learning and provide planning time for staff in order to accomplish this. 1.4 a We need to provide opportunities to support ELs with project based learning by providing PD for staff that includes an emphasis on ELD standards and language	N/A	District Strategic Plan Action Item

acquisition strategies.		
1.5 We need to utilize the blending learning suite and student devices to provide intervention and/or enrichment opportunities for students. This also helps staff to differentiate instruction to help meet the needs of our diverse learners.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.6 Garfield staff has had training in the past on culturally relevant teaching (CRT) and learning strategies. However, our expertise in using them is more limited to explicit direct instruction applications. We need to review CRT strategies in that context and apply them to project based learning as well.	Staff Survey	Staff Needs Assessment
1.7 This comes from the ongoing opportunity gap between our highest and lowest acheiving groups.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data; Staff Survey	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data; Staff Needs Assessment
1.8 We need to increase the overall achievement of our EL students and the rates of reclassification prior to our students entering middle school.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data
1.9 Same as 1.8	Same as 1.8	Same as 1.8
1.10 Same as 1.8	Same as 1.8	Same as 1.8
1.11 This is an ongoing need in order for staff to implement the curriculum.	Budget Allocations	Budget Allocations
1.12 We need to continue to implement and expand the options in our PBIS and SEL programs as well as academic interventions.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data, Staff Survey	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data; Staff Needs Assessments, MIISS Handbook Tiers 1, 2 and 3 expectations for sites
1.13 Staff wants to continue to have access to a para-educator who collaborates with the classroom teacher to provide interventions to identified students.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data, Staff Survey	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data, Staff Needs Assessment
1.14 Same as 1.12	Same as 1.12	Same as 1.12
1.15 We want to continue to provide and look for ways to serve more students in our after school STEAM focused enrichment program.	Garfield Community Survey	Garfield Community Survey
1.1 a Many of our EL students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase students to the proficient or advanced range.	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data; CELDT Results, District Assessment Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

1.1 Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meeting and/or professional learning community (PLC) times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity)

- 1.1a Many of our EL students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase students to the proficient or advanced range. This will include the support of having access to an instructional coach with expertise in language acquisition strategies and can offer professional development for staff, administration and parents to address the diverse needs of English Language Learners.

2017-18

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Centralized services to support programs at the school site.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and Site data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention

services at the Tier 2 level
1.2 a - Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Ellevation online platform to support the monitoring of student academic progress to facilitate teachers opportunity to provide feedback on student performance that will inform intervention services.

Amount	$12,600
Source	Title III
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.3 Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by identifying key standards across the Eureka math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level (i.e. A first grade teacher understands the Kindergarten standards, the first grade standards, and the 2nd grade standards and plans lessons so he/she can expand on a student's prior knowledge and also make connections to/plans for future learning.)

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.4 Implement Project-Based Learning (PBL) so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meeting and/or professional learning community (PLC) times, and explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels
1.4 a We need to provide opportunities to support ELs with project based learning by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies.

2017-18

Source	Supplemental and Concentration
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Mathematics

BUDGETED EXPENDITURES

2017-18

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 Review/Implement Culturally Responsive Teaching and Learning strategies (CRT Strategies) and understand how they apply to both direct instruction as well as project-based learning in order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by state, district, and classroom assessments

BUDGETED EXPENDITURES

2017-18

Action **7**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.7 Provide time for staff during Staff Meetings and/or PLC to engage in courageous conversations about race, equity, and social justice so action can be taken to improve the achievement of our lowest performing students as measured by state, district, and classroom assessments

BUDGETED EXPENDITURES

2017-18

Action **8**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.8 A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners. Identify and implement best practices to support the delivery of Designated and Integrated ELD instruction. Prioritize time during staff meetings and/or Professional Learning Community (PLC) for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.

BUDGETED EXPENDITURES

2017-18

Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action **9**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.9a Provide student academic achievement data and a roster of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year.

1.9b Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year. This will be facilitated this by utilizing the Ellevation platform by the administrator.

1.9c Provide to staff the names of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness and address this issue so appropriate academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement data as reported on CA Dashboard and locally developed dashboard in order to discuss implications for continuing EL status and determine appropriate interventions.

BUDGETED EXPENDITURES

2017-18

Amount	$12,600

Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action 10

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.10 Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator ELD support, teachers will also monitor the progress of their EL students and provide intervention to those students.

BUDGETED EXPENDITURES

2017-18

Amount	$18,000
Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action 11

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

1.11 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program as well as funding for special projects for staff hourly pay.

BUDGETED EXPENDITURES

2017-18

Amount	14,640
Budget Reference Expenditure Description	0000: Unrestricted This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan.

Action **12**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.12 Utilize a multitiered intervention framework for academic and behavioral support; Provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions)

BUDGETED EXPENDITURES

2017-18

Action **13**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/ Urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.13 Provide site general education paraeducator support to students identified in need of urgent intervention (based on district assessments) through small group guided reading and mathematics instruction as part of a Tier 2 intervention program

BUDGETED EXPENDITURES

2017-18

Amount	23,708
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding will be used to hire a para educator to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments.

Action **14**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.14 Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions (i.e. Student Success Team (SST) meetings, on-site counseling, special education referrals)

BUDGETED EXPENDITURES

2017-18

Action **15**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.15 Provide STEAM focused enrichment experiences to enhance learning outside of the classroom in conjunction with Garfield staff, independent vendors, and/or the ASES after-school care program staff

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Source	Supplemental and Concentration
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined This funding will be used to extend learinng opportunities outside of the regular school day with a STEAM focus.
Source	Supplemental and Concentration
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined This funding will be used to make a partial payment for the outdoor education program.

Action **16**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **19**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Garfield Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We want to continue to develop a college-going and career development culture at Garfield. Students and parents need to know that elementary school is not too early to start thinking and planning for the future for students. 2.1a We want to continue to develop a clear definition for parents around the EL pathways that students can experience as an EL learner in elementary and those available to them as secondary students.	ELAC SPSA input; Garfield Community Survey	ELAC and SSC SPSA Input, Garfield Community Survey, and Staff Needs Assessment, EL Parent Survey results
2.2 Same as 2.1	Same as 2.1	Same as 2.1
2.3 We are seeing increased numbers of students coming to Garfield with spectrum-like behaviors and/or ADD. The majority of these students are in General Education without Special Education Support. Staff needs more professional development in this area to improve instruction in order to support these students.	COST and SST Referral Rates	COST and SST Referal Rates, Staff Needs Assessment
2.4 We need to continue to increase our EL reclassification rates in order for students to be on the RFEP path prior to entering middle school. We want to identify students at risk for Long Term English Language status and provide interventions so they can	EL Reclassification Rates, CA Dashboard for EL Students	EL Reclassification Rates, CA Dashboard for EL Students

meet the reclassification criteria.		
2.5 This is an ongoing need. Parents want to learn strategies about how to best support their students at home.	Garfield Community Survey; ELAC and SSC SPSA input	Garfield Community Survey; ELAC and SSC SPSA input
2.6 We want to continue and strengthen our wellness message to students and their families.	Health and Wellness Cooridinator Logs; Physcial Education Tests criteria	Let's Move Active Schools National Award Criteria; Physcial Education Tests criteria; CA Dashboard School Climate Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 Inspire students to think about their futures by providing experiences for them to learn about college and career options. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas.
2.1a Provide parents with a clear definition of EL program pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.

BUDGETED EXPENDITURES

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.2 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD pathways work to support them

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☒ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.4 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades.Monitor and complete the reclassification process with the support of ELLevation online platform.

BUDGETED EXPENDITURES

2017-18

Amount	$12,600
Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.5 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about how to support their child's learning at home.

BUDGETED EXPENDITURES

2017-18

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.6 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Garfield Elementary School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We want to provide students with a social emotional learning curriculum, mindfulness practices, and movement.	Health and Wellness Coordinator Logs; Discipline Logs, SST Notes	Let's Move National Schools Award Criteria; CA Dashboard Suspension Rates, SST and COST Referal rates
3.2 We strive to improve communication between all stakeholder groups at Garfield. We need to continue to improve our website and utilization of our school database and offer multi-lingual communication when ever possible in the languages represented in our school. 3.2a Provide multi-lingual communication when ever possible in the represented languages at the school.	Garfield and Staff Surveys	Garfield Community Survey and Staff Needs Assessment, EL Parent Survey Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.1 Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement and mindfulness (i.e. daily Toolbox Class Meetings; Brain Breaks, walking/running club, mindfulness strategies, etc.)

BUDGETED EXPENDITURES

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Garfield community (i.e. site website, social media, Google classroom, Remind text and teleparent messages, staff newsletters, classroom newsletters, school-wide newsletter, etc.)
3.2a Provide multilingual communication when ever possible in the represented languages at the school.

BUDGETED EXPENDITURES

2017-18

Action 3

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Garfield Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We want to increase participation in parent education opportunities and work towards establishing parent focus groups and ensure that existing groups reflect the school's demographics.	Garfield Community Survey, Event Sign in Sheets, Parent Facilitator Log	Garfield Community Survey, Event Sign in Sheets, Parent Facilitator Log
4.2 We are a diverse school and need translated primary language documents so parents have a better understanding of school events, expected behaviors, and procedures.	Garfield Demographics	Garfield Demographics
4.3 Parents would like more information on EL programs and pathways in order to better support their students learning.	Garfield Community Survey	Garfield Community Survey and ELAC Input to SPSA, EL Parent Survey
4.4 We are always striving to improve communication between all stakeholder groups at Garfield. 4.4a We are striving to improve communication and feedback loops with parents who have identified EL students.	Garfield Community Survey	Garfield Community Survey, ELAC and SSC input, and District Strategic Plan expectation, El Parent Survey

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☒ At RIsk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Garfield and provide targeted outreach/support to families of students in the opportunity gap which include parents of English Learners (i.e. African American and Latino Parents Support Groups)

BUDGETED EXPENDITURES

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible)

BUDGETED EXPENDITURES

2017-18

Amount	$500.00
Budget Reference Expenditure Description	0000: Unrestricted Payment for site translation services as needed

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures.
4.4a Provide opportunities for EL parents to co-construct their vision for best practices in encouraging input and feedback on EL programing and services. Develop multiple ways to gather parent input such as but not limited to EL Parent Survey and annual analysis of programs with the support and co-facilitation of the site administrator and parent facilitator.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.5 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.

BUDGETED EXPENDITURES

2017-18

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 15

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Garfield Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 Families are in need of technology devices beyond a smart phone and access to low cost/no cost internet in their homes.	Garfield Community Survey and Free and/or Reduced Lunch Rates	Family Tech Night Attendance and Comments
5.2 Our school is in need of upgrades such as new portables, paint, and HVAC, etc,	Garfield Community Survey	Measure J1 Needs Assessment

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.1 Facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Nights)

BUDGETED EXPENDITURES
2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES
2017-18

☐ New ☐ Modified ☒ Unchanged

5.2 Continue to improve the appearance of our school site with staff, district, and community support.

BUDGETED EXPENDITURES
2017-18

Action **3**

ACTIONS/SERVICES
2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES
2017-18

BUDGETED EXPENDITURES

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 15

ACTIONS/SERVICES

2017-18

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Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Funding Sources	77,120.00	0.00	108,388.00	108,388.00
	0.00	0.00	0.00	0.00
Base	14,100.00	0.00	15,140.00	15,140.00
Supplemental and Concentration	0.00	0.00	13,740.00	13,740.00
Title I	63,020.00	0.00	23,708.00	23,708.00
Title III	0.00	0.00	55,800.00	55,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	77,120.00	0.00	108,388.00	108,388.00
	5,000.00	0.00	43,200.00	43,200.00
0000: Unrestricted	8,000.00	0.00	15,140.00	15,140.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	13,740.00	13,740.00
1000-1999: Certificated Personnel Salaries	8,120.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	46,000.00	0.00	23,708.00	23,708.00
4000-4999: Books And Supplies	7,500.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	12,600.00	12,600.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	77,120.00	0.00	108,388.00	108,388.00
		0.00	0.00	0.00	0.00
	Title I	5,000.00	0.00	0.00	0.00
	Title III	0.00	0.00	43,200.00	43,200.00
0000: Unrestricted	Base	8,000.00	0.00	15,140.00	15,140.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	13,740.00	13,740.00
1000-1999: Certificated Personnel Salaries	Base	5,100.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	3,020.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	46,000.00	0.00	23,708.00	23,708.00
4000-4999: Books And Supplies	Base	1,000.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	6,500.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	12,600.00	12,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	95,288.00	95,288.00
Goal 2	12,600.00	12,600.00
Goal 3	0.00	0.00
Goal 4	500.00	500.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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:

Name of Members	**Principal**	**Classroom Teacher**	**Other School Staff**	**Parent or Community Member**	**Secondary Students**
Lynda Hornada	X				
Gemma Duenas		X			
David Patusco		X			
Carmen Watson		X			
Norma Alonzo			X		
April Key-Lee				X	
Jessica Garcia				X	
Olivia Montion				X	
Enrique Diaz				X	
Sayuri Cain				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on May 25, 2017.

Attested:

Lynda Hornada		05/25/17
Typed Name of School Principal	Signature of School Principal	Date
Sayuri Cain		05/25/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date