

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Marguerite Montgomery Elementary School
Address	1441 Danbury Street Davis, CA 95616
County-District-School (CDS) Code	57726786118905
Principal	Jen McNeil
District Name	Davis Joint Unified School District
SPSA Revision Date	April 3 and 17, 2019
Schoolsite Council (SSC) Approval Date	May 22, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At Marguerite Montgomery Elementary we cultivate a vibrant community dedicated to nurturing each child in a respectful, caring environment and providing rigorous, language-rich academic instruction in English and Spanish.

School Profile

In the Marguerite Montgomery Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. PTA enables us to provide our students with enrichment activities including art, music, and robotics. We have clubs and activities that engage students with the world around them including Make a Difference Club, Bridge tutoring program, Robotics and more. Additionally, all sixth graders attend a week long outdoor science camp. MME enjoys strong community support in a culture that is warm and welcoming. MME takes pride in its diversity of students and experiences. MME is a neighborhood school with an English instructional program grades 3-6th and a Two Way Bilingual Immersion Spanish-English program grades K-6th. Our campus is well-maintained with ample open space, green areas, a play structure, and a network of gardens.

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

Staff regularly reviews student progress in relation to goal areas throughout the year during weekly grade level collaboration. This collaboration time is critical to closing the achievement and opportunity gap as well as providing high quality 21st century learning. Every 6-8 weeks these collaborative teams evaluate Tier 2 and Tier 3 intervention and determine instructional shifts required based on reading, writing, speaking/listening and math data. At a fall staff meeting we closely review SBAC and ELPAC data. At winter staff meetings we dive deeply into our Youth Truth Survey data and our Positive Behavior Intervention and Supports Data. In the spring our staff coordinates all data and does a thorough review of our SPSA goals and makes edits for the following year.

Likewise, our School Site Council team reviews academic, behavioral and climate data throughout the year. We attend in house workshops and tours for newer members and bring in MME departmental speakers (English Learner, Math, Reading, Bridge, Climate, etc.) to our SSC meetings to present data. SSC reviews SBAC data in the fall, climate data in the winter, and also engages in a comprehensive SPSA review and approval process in April and May.

Our parent community also participates in school goal creation and review through both school-wide surveys such as Youth Truth, presentations on goals at Back To School Night, and in our ELAC committee. During parent-teacher conferences, of which we have a 98-99% participation rate in November, teachers review progress on standards and SBAC testing as it pertains to certain grade levels. This one-on-one conference is critical to parent engagement with our individual student goals and growth. At the monthly Parent Teacher Association Meetings, the Principal gives a report on school goals, staffing, and invites parents to attend Site Council.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	1.1%	1.01%	1	5	5
African American	2.7%	3.0%	3.83%	12	14	19
Asian	6.3%	6.6%	7.66%	28	31	38
Filipino	0.2%	0.4%	0.40%	1	2	2
Hispanic/Latino	58.7%	56.1%	55.04%	260	265	273
Pacific Islander	0.2%	0.2%	0.20%	1	1	1
White	26.6%	28.4%	28.43%	118	134	141
Multiple/No Response	%	%	%			
Total Enrollment				443	472	496

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	89	90	89
Grade 1	69	67	71
Grade 2	64	66	69
Grade3	46	68	69
Grade 4	80	50	67
Grade 5	51	78	49
Grade 6	44	53	82
Total Enrollment	443	472	496

Conclusions based on this data:

1. MME attendance has fluctuated due to programmatic changes such as a TWBI program increase.
2. Program enrollment has remained consistent in Kindergarten.
3. We expect total program enrollment to decline slightly as we phase out the English only portion.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	186	180	188	42.0%	38.1%	37.9%
Fluent English Proficient (FEP)	23	28	23	5.2%	5.9%	4.6%
Reclassified Fluent English Proficient (RFEP)	11	24	12	6.1%	12.9%	6.7%

Conclusions based on this data:

1. The percentage of English learners has remained relatively consistent; decrease in percentage is due to overall school enrollment changes.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	68	70	47	65	69	47	65	69	97.9	95.6	98.6
Grade 4	76	48	67	71	45	66	71	45	66	93.4	93.8	98.5
Grade 5	53	80	48	50	69	46	50	69	46	94.3	86.3	95.8
Grade 6	47	55	83	44	52	79	44	52	79	93.6	94.5	95.2
All Grades	224	251	268	212	231	260	212	231	260	94.6	92	97

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.	2379.	2389.	11	18.46	13.04	19	9.23	20.29	34	21.54	27.54	36	50.77	39.13
Grade 4	2501.	2436.	2475.	41	8.89	31.82	24	22.22	22.73	13	31.11	16.67	23	37.78	28.79
Grade 5	2475.	2501.	2491.	16	27.54	15.22	26	21.74	34.78	20	13.04	19.57	38	37.68	30.43
Grade 6	2509.	2512.	2520.	5	5.77	17.72	34	46.15	39.24	39	17.31	13.92	23	30.77	29.11
All Grades	N/A	N/A	N/A	21	16.45	19.62	25	23.81	29.23	25	19.91	19.23	29	39.83	31.92

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	23	21.54	17.39	40	27.69	43.48	36	50.77	39.13	
Grade 4	28	17.78	25.76	51	42.22	54.55	21	40.00	19.70	
Grade 5	22	31.88	17.39	40	33.33	52.17	38	34.78	30.43	
Grade 6	9	15.38	27.85	45	57.69	40.51	45	26.92	31.65	
All Grades	22	22.51	22.69	45	38.96	46.92	33	38.53	30.38	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	12.31	11.59	40	35.38	42.03	53	52.31	46.38
Grade 4	35	11.11	24.24	45	55.56	45.45	20	33.33	30.30
Grade 5	16	30.43	23.91	38	36.23	45.65	46	33.33	30.43
Grade 6	7	17.31	24.05	57	50.00	44.30	36	32.69	31.65
All Grades	18	18.61	20.77	45	42.86	44.23	37	38.53	35.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	21.54	15.94	66	46.15	55.07	21	32.31	28.99
Grade 4	23	4.44	27.27	63	71.11	57.58	14	24.44	15.15
Grade 5	12	26.09	19.57	68	56.52	52.17	20	17.39	28.26
Grade 6	11	13.46	20.25	80	63.46	51.90	9	23.08	27.85
All Grades	16	17.75	20.77	68	58.01	54.23	16	24.24	25.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	15.38	8.70	72	38.46	52.17	21	46.15	39.13
Grade 4	44	13.33	37.88	41	53.33	42.42	15	33.33	19.70
Grade 5	22	30.43	28.26	60	40.58	50.00	18	28.99	21.74
Grade 6	25	21.15	35.44	64	53.85	37.97	11	25.00	26.58
All Grades	26	20.78	27.69	57	45.45	45.00	17	33.77	27.31

Conclusions based on this data:

1. Overall the percentage of students in grades 3-6th who did not meet standards in ELA has increased. However, in reading, writing and listening subcategories, the percentage of students who were above standards stayed the same or increased.
2. An achievement gap exists between all students and students in the following sub groups: Socioeconomically Disadvantaged (SED), EL, Latino/Hispanic, and Students with Disabilities. However, students in the Latino/Hispanic sub category improved ELA scores by approximately 4%.
3. In 6th grade, the percentage of students who exceeded and met standards grew by nearly 13%.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	68	70	48	66	70	47	66	70	100	97.1	100
Grade 4	76	48	67	74	47	67	74	47	67	97.4	97.9	100
Grade 5	53	80	48	52	76	47	52	76	47	98.1	95	97.9
Grade 6	47	55	83	45	53	80	45	53	80	95.7	96.4	96.4
All Grades	224	251	268	219	242	264	218	242	264	97.8	96.4	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2411.	2415.	2419.	17	18.18	15.71	17	16.67	22.86	38	30.30	28.57	28	34.85	32.86
Grade 4	2493.	2471.	2502.	28	8.51	29.85	26	38.30	26.87	32	38.30	28.36	14	14.89	14.93
Grade 5	2463.	2490.	2501.	8	21.05	12.77	23	15.79	23.40	27	28.95	36.17	42	34.21	27.66
Grade 6	2509.	2501.	2519.	11	11.32	20.00	18	16.98	25.00	40	41.51	27.50	31	30.19	27.50
All Grades	N/A	N/A	N/A	17	15.70	20.08	22	20.66	24.62	34	33.88	29.55	27	29.75	25.76

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	21	28.79	28.57	47	28.79	28.57	32	42.42	42.86	
Grade 4	36	27.66	40.30	34	48.94	26.87	30	23.40	32.84	
Grade 5	6	30.26	23.40	37	23.68	27.66	58	46.05	48.94	
Grade 6	16	18.87	32.50	47	39.62	28.75	38	41.51	38.75	
All Grades	22	26.86	31.82	40	33.47	28.03	39	39.67	40.15	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	25.76	20.00	55	40.91	44.29	32	33.33	35.71
Grade 4	31	17.02	23.88	43	59.57	53.73	26	23.40	22.39
Grade 5	15	17.11	14.89	38	42.11	51.06	46	40.79	34.04
Grade 6	13	7.55	22.50	42	56.60	41.25	44	35.85	36.25
All Grades	20	17.36	20.83	44	48.35	46.97	36	34.30	32.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	19.70	21.43	60	54.55	44.29	21	25.76	34.29
Grade 4	30	23.40	40.30	55	46.81	43.28	15	29.79	16.42
Grade 5	12	15.79	10.64	46	51.32	57.45	42	32.89	31.91
Grade 6	18	16.98	23.75	51	47.17	47.50	31	35.85	28.75
All Grades	21	18.60	25.00	53	50.41	47.35	26	30.99	27.65

Conclusions based on this data:

1. Overall, students in grades 3-6 slightly decreased in Math from 39% meeting or exceeding standards in 2016 and 36.36% in 2017. This is a 2.67% decrease.
2. An achievement gap exists between all students and students in the following sub groups: Socioeconomically Disadvantaged (SED), EL, Latino/Hispanic, and Students with Disabilities. However, Latino/Hispanic students improved overall math scores by 4 points on the 5x5 grid.
3. The percentage of students who were above standards improved by 4% in the sub-category of Concepts and Procedures.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1418.3	1433.8	1382.0	25
Grade 1	1449.3	1468.8	1429.5	26
Grade 2	1469.0	1480.3	1457.1	34
Grade 3	1503.9	1497.1	1510.3	28
Grade 4	1531.5	1522.3	1540.3	27
Grade 5	1503.3	1487.8	1518.4	12
Grade 6	*	*	*	*
All Grades				159

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	25
Grade 1	*	*	11	42.31	*	*	*	*	26
Grade 2	14	41.18	*	*	*	*	*	*	34
Grade 3	*	*	15	53.57	*	*	*	*	28
Grade 4	*	*	12	44.44	*	*	*	*	27
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6			*	*			*	*	*
All Grades	45	28.30	61	38.36	24	15.09	29	18.24	159

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	48.00	*	*	*	*	*	*	25
Grade 1	12	46.15	*	*	*	*	*	*	26
Grade 2	19	55.88	*	*	*	*	*	*	34
Grade 3	11	39.29	11	39.29	*	*	*	*	28
Grade 4	13	48.15	*	*	*	*	*	*	27
Grade 5	*	*	*	*			*	*	12
Grade 6	*	*			*	*	*	*	*
All Grades	74	46.54	44	27.67	19	11.95	22	13.84	159

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	13	52.00	*	*	25
Grade 1	*	*	*	*	*	*	11	42.31	26
Grade 2	*	*	12	35.29	*	*	*	*	34
Grade 3	*	*	11	39.29	*	*	*	*	28
Grade 4	*	*	13	48.15	*	*	*	*	27
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6			*	*	*	*	*	*	*
All Grades	22	13.84	46	28.93	48	30.19	43	27.04	159

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	25
Grade 1	17	65.38	*	*	*	*	26
Grade 2	16	47.06	16	47.06	*	*	34
Grade 3	*	*	16	57.14	*	*	28
Grade 4	12	44.44	12	44.44	*	*	27
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*	*
All Grades	69	43.40	67	42.14	23	14.47	159

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	60.00	*	*	*	*	25
Grade 1	11	42.31	13	50.00	*	*	26
Grade 2	23	67.65	*	*	*	*	34
Grade 3	18	64.29	*	*	*	*	28
Grade 4	21	77.78	*	*	*	*	27
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*	*
All Grades	96	60.38	43	27.04	20	12.58	159

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	64.00	*	*	25
Grade 1	*	*	*	*	11	42.31	26
Grade 2	11	32.35	11	32.35	12	35.29	34
Grade 3	*	*	16	57.14	*	*	28
Grade 4	*	*	14	51.85	*	*	27
Grade 5	*	*	*	*	*	*	12
Grade 6			*	*	*	*	*
All Grades	35	22.01	73	45.91	51	32.08	159

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	11	44.00	*	*	25
Grade 1	*	*	13	50.00	*	*	26
Grade 2	*	*	23	67.65	*	*	34
Grade 3	*	*	20	71.43	*	*	28
Grade 4	14	51.85	11	40.74	*	*	27
Grade 5	*	*	*	*			12
Grade 6			*	*	*	*	*
All Grades	34	21.38	92	57.86	33	20.75	159

Conclusions based on this data:

1. Our approach to I/D ELD has allowed a high percentage of students to be very successful on the ELPAC the first time taking it.
2. We can strengthen writing instruction school-wide to support ELs in getting well developed level-planned PD/Collaboration support next year.
3. We see a need for increased focus/support for ELs in Immersion as they begin reading in English in 2nd/3rd grade.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	56.7%	37.9%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	37.9%
Homeless	1	0.2%
Socioeconomically Disadvantaged	281	56.7%
Students with Disabilities	68	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.8%
American Indian	5	1.0%
Asian	38	7.7%
Filipino	2	0.4%
Hispanic	273	55.0%
Two or More Races	17	3.4%
Pacific Islander	1	0.2%
White	141	28.4%






Conclusions based on this data:

1. More than 50% of our school is categorized as Socially Economically Disadvantaged.
2. Our largest student group by ethnicity is Latino/Hispanic.
3. White students account for 28% of our enrollment, as the second largest ethnicity/race.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, our highest areas of achievement are in Mathematics and Chronic Absenteeism.
2. Overall, our suspension rate as not improved from the past year.
3. English Language Arts overall, shows a middle or "yellow" measure.

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>  Yellow 13.1 points below standard Increased 11.7 points 238 students	<p>English Learners</p>  Yellow 52.3 points below standard Increased 7.7 points 98 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 44.8 points below standard Increased 13.7 points 143 students	<p>Students with Disabilities</p>  Orange 85.8 points below standard Increased 22.5 points 42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 61.4 points above standard Increased 53.7 points 11 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.6 points below standard Increased 13.9 points 139 students	 No Performance Color 0.5 points above standard Declined -30.2 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 36.1 points above standard Increased 10.1 points 65 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
79.7 points below standard Increased 12.9 points 56 students	15.9 points below standard Declined -20.1 points 42 students	13.1 points above standard Increased 12.7 points 136 students

Conclusions based on this data:

- Every single sub group in ELA increased or significantly increased their ELA scores.
- However, our white students as a sub group achieve at the highest relative level.
- Hispanic, socio-economic disadvantaged, and students with disabilities are one to two color bands below white students. This is our opportunity and achievement gap.

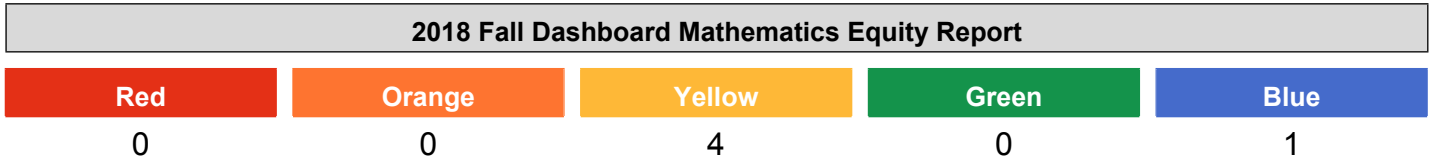
School and Student Performance Data

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>  <p>Green</p> <p>11.4 points below standard</p> <p>Increased</p> <p>16.5 points 238 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>36.6 points below standard</p> <p>Increased</p> <p>16.7 points 98 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>39.4 points below standard</p> <p>Increased</p> <p>16 points 143 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>90.1 points below standard</p> <p>Increased</p> <p>17.7 points 42 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 10.9 points above standard Maintained 0.4 points 11 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.2 points below standard Increased 17.3 points 139 students	 No Performance Color 11.8 points below standard Declined -26.2 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 35.9 points above standard Increased 31.3 points 65 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
44.5 points below standard Increased 22.6 points 56 students	26 points below standard Maintained 0 points 42 students	5.1 points above standard Increased 15 points 136 students

Conclusions based on this data:

1. Overall, our all student data shows in the green area for Mathematics.
2. "All" student subgroups increased or significantly increased in Mathematics.
3. In data comparison for EL, our reclassified learners maintained Mathematics performance levels while EL and English only increased.

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
159	28.3%	38.4%	15.1%	18.2%

Conclusions based on this data:

1. As this is the first year with ELPAC, we have baseline data above.

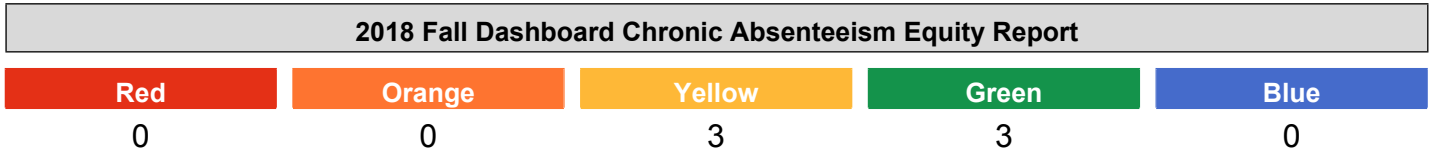
School and Student Performance Data

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>9% chronically absent</p> <p>Declined 1.7%</p> <p>525 students</p>	<p>English Learners</p>  <p>Green</p> <p>9.4% chronically absent</p> <p>Declined 1.4%</p> <p>202 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>12.9% chronically absent</p> <p>Declined 1.6%</p> <p>311 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>10.6% chronically absent</p> <p>Declined 6.6%</p> <p>85 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.5% chronically absent Declined 14.5% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 2.5% chronically absent Increased 2.5% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11% chronically absent Declined 2.8% 290 students	 No Performance Color 16.7% chronically absent Increased 11.7% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 5.3% chronically absent Declined 0.6% 150 students

Conclusions based on this data:

1. Students with Disabilities and Socio Economically Disadvantages have more instances of chronic absenteeism than other groups.
2. Overall, 9% of our student population qualifies as chronically absent, which is in the "green" performance area.

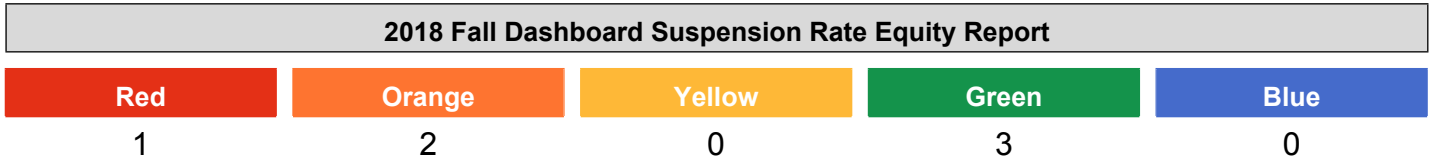
School and Student Performance Data

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>  Orange 3.4% suspended at least once Maintained 0.2% 537 students	<p>English Learners</p>  Green 1.4% suspended at least once Declined -1.4% 208 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  No Performance Color 16.7% suspended at least once 12 students	<p>Socioeconomically Disadvantaged</p>  Orange 3.8% suspended at least once Maintained -0.1% 320 students	<p>Students with Disabilities</p>  Red 10.6% suspended at least once Increased 4.9% 85 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.5% suspended at least once Increased 5.3% 19 students	 No Performance Color Less than 11 Students - Data 5 students	 Green 2.4% suspended at least once Declined -2.6% 41 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.3% suspended at least once Declined -0.4% 299 students	 No Performance Color 15.8% suspended at least once Increased 10.8% 19 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 3.3% suspended at least once Increased 0.4% 150 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.4% suspended at least once	3.1% suspended at least once	3.4% suspended at least once

Conclusions based on this data:

1. Students with disabilities were disproportionately suspended as compared to the "all" student category.
2. Latino/Hispanic and English Learner students were suspended less than other categories.
3. The overall suspension rate increased by .3%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

Every child at MME will engage in 21st Century learning and make a year or more of academic growth as measured by the metrics below.

LCAP Goal

All students will experience 21st Century teaching and learning in DJUSD.

Basis for this Goal

DJUSD LCAP, review of previous data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trimester 2 report card standards in reading, writing, and mathematics.	Trimester 2 March 2019 Data School-Wide K-6 Approaching or Meeting/Exceeding Standards (score of 1-4 on report card standard) Reading 10.9% score 1 21.5% score 2 67.6% score 3 or 4 Writing 9.3% score 1 28.8% score 2 61.9% score 3 or 4 Math 11.4% score 1 20.1% score 2 68.5% score 3 or 4	Trimester 2 March 2020 Data School-Wide K-6 Approaching or Meeting/Exceeding Standards (score 1-4 on report card standard) Reading 75% or more score 3 or 4 Writing 75% or more score 3 or 4 Math 75% or more score 3 or 4

Planned Strategies/Activities

Strategy/Activity 1

Small group differentiated reading instruction for all students utilizing paraeducators and teachers.

Students to be Served by this Strategy/Activity

All students grades 1st-6th

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, reading specialists, ELD teacher, and classroom teachers.

Proposed Expenditures for this Strategy/Activity

Amount	69,800
Source	Title I Part A: Allocation
Description	Para-educator salaries
Amount	12,636
Source	District Funded
Description	3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class

Strategy/Activity 2

Provide readily available and appropriate texts to support reading instruction and common core implementation.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Reading specialists, librarian, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF - Base
Description	instructional supplies, expository texts, and classroom libraries

Strategy/Activity 3

Provide teachers K-3 with SEAL sustainability coaching and professional development. Begin year one of a two year SEAL professional development and coaching for grades 4-6th.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, SEAL coach

Proposed Expenditures for this Strategy/Activity

Amount	71,000
Source	District Funded
Description	SEAL coach 1.0 FTE
Amount	55,000
Source	District Funded
Description	SEAL Program Fees
Amount	23,000
Source	District Funded
Description	SEAL Unit Dev days and travel
Amount	16,000
Source	District Funded
Description	SEAL Summer PD

Strategy/Activity 4

EL Specialists and paraeducator support to provide designated ELD, administer ELPAC and consult with classroom teachers as needed.

Students to be Served by this Strategy/Activity

English Learners grades K-6th

Timeline

August 2019-June 2020

Person(s) Responsible

EL Specialist, Principal

Proposed Expenditures for this Strategy/Activity

Amount	47,800
Source	Title III
Description	EL Specialist 1.0 FTE
Amount	37,000
Source	District Funded
Description	EL Specialist .5 FTE

Amount	12,464
Source	LCFF - Supplemental
Description	Paraeducator EL .3 FTE Site funded
Amount	18,696
Source	Local Categorical
Description	Paraeducator EL .5 FTE Parcel Tax

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Close the Opportunity and Achievement Gap

Goal Statement

Educators will close the achievement and opportunity gap at MME for EL, Latino, low SES, Students with disabilities.

LCAP Goal

DJUSD educators will close the opportunity and achievement gap.

Basis for this Goal

SBAC dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard data in ELA and Math grades 3-6th by subgroups and all students	All students ELA 13.1 below standard EL 52.3 points below standard Latino 38.6 below standard SES 44.8 points below standard Stu with Disabilities 85.8 points below standard All students Math 11.4 below standard EL 36.6 below standard Latino 31.2 below standard SES 39.4 below standard Stu with Disabilities 90.1 below standard	Each sub group raises by 8-22 points

Planned Strategies/Activities

Strategy/Activity 1

Provide after school tutoring Bridge Program support via collaboration with UC Davis.

Students to be Served by this Strategy/Activity

Students in the identified achievement gap areas have priority (SES, Latino, EL, FY, students with disabilities and any other identified subgroup)

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Bridge Program Specialist, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	56,314
Source	District Funded
Description	Student Success and Program Supervisor (Bridge)
Amount	6,800
Source	District Funded
Description	Teacher VSA for Bridge supervision and instruction

Strategy/Activity 2

Teacher collaboration to review data and make instructional adjustments

Students to be Served by this Strategy/Activity

All students will participate in tiered instruction, assessments and scored based on rubrics. Teachers will sort data for all students. Intervention decisions and actions will be based and organized around students in gap areas.

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	21,000
Source	Title I Part A: Allocation
Description	teacher release time for collaboration, PE instruction
Amount	27,000
Source	District Funded
Description	teacher release time for collaboration, music instruction all 2nd and 3rd

Strategy/Activity 3

Provide Tier 2 and 3 reading specialist support.

.5 FTE designated English Only program, grades 3-6th

1.0 FTE designated Immersion program, grades K-6th

Students to be Served by this Strategy/Activity

1.0 FTE Reading specialists serve all students who are not making adequate progress based on assessments and report card standards. .5FTE serves students in the priority gap areas: SES, EL, Foster and Homeless.

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Reading Specialists

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	District Funded
Description	Reading Specialist at .1 FTE
Amount	36,700
Source	LCFF - Supplemental
Description	Reading Specialist at .4 FTE targeted for priority area students
Amount	71,600
Source	Local Categorical
Description	Dual Immersion Reading Specialist 1.0 FTE

Strategy/Activity 4

Provide math coaching for teachers and intervention for students

Students to be Served by this Strategy/Activity

All teachers will receive coaching support; students in the high priority areas (EL, SES, foster and homeless) receive intervention support.

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Math coach/ intervention staff

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	LCFF - Base
Description	VSA Math coach and intervention
Amount	5,000
Source	LCFF - Supplemental

Description

VSA Math coach and intervention

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive Environment

Goal Statement

All students at MME will experience an inclusive and safe climate that promotes social and emotional health.

LCAP Goal

Classrooms and school communities will be safe and inclusive environments.

Basis for this Goal

Youth Truth survey data, attendance and behavior intervention data (PBIS and discipline)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth truth survey results Chronic absentee data Suspension data	Youth Truth survey results showed more favorable outcomes than other schools on: Engagement Instructional Methods Relationships Culture Less favorable on: Rigor Chronic absence: currently 9% overall; SED 12.9%; stu with disabilities 10.6% Suspension data for MME on the dashboard is in Orange, 3.4% overall	Maintain or improve favorable survey areas. Decrease chronic absence for SED and stu with disabilities by 1% to 11.9% and 9.6% Decrease suspension rates by 1% from 2.4%

Planned Strategies/Activities

Strategy/Activity 1

Additional counseling support for Tier 2 and 3 interventions

Students to be Served by this Strategy/Activity

All students who meet referral criteria

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I Part A: Allocation
Description	Counseling support VSA

Strategy/Activity 2

PBIS Behavior intervention support for Check In Check out Tier 2 strategy

Students to be Served by this Strategy/Activity

Students with 10 or more office discipline referrals

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, counselor, PBIS paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	30,800
Source	Title I Part A: Allocation

Strategy/Activity 3

Behavior intervention coaching, coordination and support for both teachers and students.

Students to be Served by this Strategy/Activity

All teachers and students who have office discipline referrals

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Student Success and Project Specialist

Proposed Expenditures for this Strategy/Activity

Amount	34,720
Source	District Funded

Description

Student Success Coordinator .5 FTE

Strategy/Activity 4

Provide interpretation and translation as needed.

Students to be Served by this Strategy/Activity

For EL students and families.

Timeline

August 2019-June 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

1,200

Source

LCFF - Supplemental

Description

interpretation and translation supplies, VSA

Strategy/Activity 5

Improve parent engagement via evening activities that are targeted at including parents in learning.

Students to be Served by this Strategy/Activity

Students in the priority areas, achievement and opportunity gap.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Principal, Leadership team

Proposed Expenditures for this Strategy/Activity

Amount

1500.00

Source

Title I Part A: Allocation

Description

Parent Engagement supplies (books and other learning items)

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Every child will make a year or more growth as measured by baseline and trimester assessments in reading, writing and speaking/listening.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC dashboard ELA data.	All children at MME will make a year or more growth in reading, writing and speaking/listening.	All students showed overall ELA growth based on the SBAC Dashboard, and groups in the priority areas (Latino, EL, SES, and stu with disabilities) also showed increase in overall growth. See Trimester 2 data in Planned Improvements Baseline Goal 1

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Small group differentiated reading instruction for all students utilizing paraeducators and teachers.	We engaged in small group differentiated reading instruction for all students grades 1-6th utilizing paraeducators and teachers. Over spending occurred because there was not an accurate estimate of employee compensation.	Para-educator salaries Title I Part A: Allocation 45,000 3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class District Funded 9,000 Extra duty para time for training LCFF - Supplemental 4,500	Para-educator salaries Title I Part A: Allocation 56,000 3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class District Funded 12,900 Extra duty para and certificated time for training 2,500
Provide Tier 2 and Tier 3 reading intervention by certificated reading specialists for students identified through progress monitoring who are not meeting grade level standards in both ELA and SLA. .8 FTE designated English Only program, grades 2-4th	We provided Tier 2 and Tier 3 reading intervention by certificated reading specialists for students identified through progress monitoring who are not meeting grade level standards in both ELA and SLA. .8 FTE designated English Only program, grades 2-4th	Reading Specialist at .4 FTE District Funded 36,370 Reading Specialist at .4 FTE LCFF - Supplemental 36,370 Reading Specialist at 1.0 FTE Local Categorical 71,750	Reading Specialist at .4 FTE District Funded 36,370 Reading Specialist at .4 FTE LCFF - Supplemental 36,370 Reading Specialist at 1.0 FTE 71,750

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.0 FTE designated Immersion program, grades K-6th	<p>1.0 FTE designated Immersion program, grades K-6th</p> <p>In January of 2019 we determined that due to decreased referrals for intervention K-3 due to SEAL/Tier 1 strategy improvement, more reading intervention was given to upper grades EL students. With the phase out of the EO program, it seems as though we can decrease Reading intervention FTE by almost half, or .3 FTE.</p>		
Provide readily available and appropriate texts to support reading instruction and common core implementation.	Done. Although less money was needed for total purchases. Consider reducing for next year.	Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts LCFF - Base 5,000	Reading room supplies, Circulo/Reading Rodeo, classroom libraries and expository texts LCFF - Base 4,000
<p>Whole class instruction using high leverage instructional strategies based on common core standards. TK-3rd focus on SEAL professional development and model. 4th-6th focus on comprehension strategies.</p> <p>Coaching, professional development and collaboration are the primary action items toward implementation.</p>	<p>We engaged in SEAL training for grades 2-3 and new K-1 staff. Coaching continued for sustainability and the new training cohort group. This May the 2-3 cohort group will have finished. We anticipate continued K-3 coaching need program growth and employee changes. We also anticipate growing the SEAL model to grades 4-6th and foresee increased coaching demands for this reason to double the FTE from .5 to 1.0 FTE.</p>	<p>SEAL coach District Funded 36,500</p> <p>SEAL Program Fees District Funded 55,000</p> <p>SEAL Unit Dev days and travel District Funded 23,000</p> <p>Summer Bridge District Funded 16,000</p> <p>Site Professional Development Title I Part A: Allocation 500</p>	<p>SEAL coach District Funded 36,500</p> <p>SEAL Program Fees District Funded 55,000</p> <p>SEAL Unit Dev days and travel District Funded 23,000</p> <p>Summer Bridge District Funded 10,000</p> <p>Site Professional Development Title I Part A: Allocation 0</p>

Analysis

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

Overall, the SEAL model has dramatically improved 21st Century teaching and learning, as evidenced by instructional round feedback in March of 2019 and program evaluation (independent). Our reading intervention with paraeducators is successful, however it needs adjustment due to referral volume and increasing employee compensation rates.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the most effective strategy has been SEAL professional development and coaching. For this reason, we want to prioritize SEAL school wide. We also want to re-evaluate the actual reading intervention needs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Again, over spending on Title 1 Allocations due to increasing employee costs for paraeducators.

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 reduce the FTE for reading specialists, found in Goal 2. We will adjust the expected cost for paraeducators and tighten the schedule, found in Goal 1. We will also reduce the supply expenditure amount, found in Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Seventy percent of English Learners will test at the expanding or bridging level on the new ELPAC assessment (spring 2018). Going forward, in 2018-19 on the ELPAC sixty-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC assessment data	Sixty-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria. 70% will be Expanding/Bridging level.	82% of students were at the Expanding/Bridging level. We do not have scores to determine movement of others until Fall 2019.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue implementation of designated ELD/Rtl block of instructional time for all students. Use ELD assessments and reading data to level students. Re-assess using academic conference and collaboration time on an approximately 11-week schedule (three rotations per year). In TK/kindergarten and other primary grades, collaborate with classroom teachers to provide designated ELD for ELs in tandem with SEAL units, utilizing push-in or pull-out models as appropriate.	Early in the year the .5FTE employee took a Leave of Absence. Existing employees each raised their FTE by .2 for a total of .4FTE. This accounts for the spending difference. We implemented D-ELD/Rtl in leveled groups and in tandem with SEAL instruction.	EL Specialist, 1.0 FTE Title III 47,800	EL Specialist, 1.0 FTE Title III 47,800
		EL Specialist, .5 FTE District Funded 37,500	EL Specialist, .5 FTE District Funded 30,000
		Rtl Block instructional supplies LCFF - Supplemental 3,000	Rtl Block instructional supplies LCFF - Supplemental 3,000
		ELD Para-educator .3 FTE LCFF - Supplemental 12,464	ELD Para-educator .3 FTE LCFF - Supplemental 12,464
		ELD Para-educator .5 FTE Local Categorical 18,696	ELD Para-educator .5 FTE Local Categorical 18,696
Using state criteria, identify long-term English learners (6th grade) and students at risk of becoming LTELs (3rd-5th grade) and provide tier 2 and tier 3 intervention from EL specialists in addition to designated ELD.	We provided intervention for 12 potential LTELs.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide ongoing professional development, with an emphasis on the CC ELD standards (through SEAL for TK-3rd teachers, and YCOE Integrated and Designated ELD Standards training for 4th-6th teachers), through professional collaborative time with classroom teachers and other specialists.	We continued SEAL and collaboration. I/D-ELD standards training was not offered yet to upper grades. Planned as part of SEAL 4-6th starting in 2019-2020.		

Analysis

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

We successfully implemented the identified strategies, although there was a lack of explicit PD in I/D-ELD for 4-6th teachers once it became clear we could continue SEAL 4-6th in 2019-2020.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies allowed for collaboration between teachers and ELD staff so that content in D-ELD is closely tied to classroom content. SEAL training enables classroom teachers to deliver D-ELD in some grades. We will analyze ELPAC scores in Fal2019 to determine effectiveness of LTEL intervention, but saw growth in reading levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Leave of absence accounts for spending difference.

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 analyze ELPAC scores in fall 2019 when they are available to measure student's movement on the exam (in their English proficiency). Depending on results, we will adjust the goal for 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Students will demonstrate proficiency (“near standard” or “above standard”) on grade level mathematical standards as measured by local and statewide assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC student data	All students would be proficient, near or above standard.	All students are not near or above standard. However, students in the priority areas all made significant increases (Latino, EL, SES and students with disabilities) in math on the SBAC.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide instructional coaching support in the following areas: Number Talks Use of rich tasks in instruction	Instructional coaching in these areas was provided to grades 3-th but not to grades K-2 due to math coach employee change.	Math Specialist .50 FTE Local Categorical 36,500	Math Specialist .5FTE Local Categorical 36,500
Use research-proven CCSS-aligned math software to address differentiation needs. Implement Dreambox so that all students in grades 1-6 use the program a minimum of 60 minutes per week. Continue use of Math Shelf in Kindergarten a minimum of two times per week.	Software was purchased and used school-wide grades 1-6th and Mathshelf in Kinder.	DreamBox LCFF - Base 7,000 MathShelf LCFF - Base 800	DreamBox LCFF - Base 6500 MathShelf LCFF - Base 800
Provide Response to Intervention instructional block paraeducator time for math and purchase supplies for small group math instruction.	We provided Response to Intervention instructional block paraeducator time for math and we purchased supplies for small group math instruction.	Materials LCFF - Supplemental 2,000 Para II Title I Part A: Allocation 15,000	Materials LCFF - Supplemental 2,000 Para II Title I Part A: Allocation 15,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Math Nights for families in order to engage families in a math-positive event and in order to provide math materials for families to use at home.	We provided one Math Family Coding Night in May of 2019.	Materials for Math Nights District Funded 500	Materials for Math Nights District Funded 0
		Materials for Math Nights LCFF - Base 1,000	Materials for Math Nights LCFF - Base 0

Analysis

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

Overall, the most successful areas of this goal have to do with site directed funds (paraeducator, intervention software). Less successful has been district funded coaching/support. Paraeducator II math intervention worked especially well at MME this year. The staff member provided targeted math intervention for students in the priority areas (Low SES, EL, Latino especially) in the 6th grade. However, staff has identified a need for intervention for students in the priority areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Dreambox has been most successful in 1st through 3rd grades. The site license costs the same as a per child grade level license so we will continue with this intervention for one more year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

This year the district office changed the staff and assignment of the Math Specialist/Coach. In previous years we had a bilingual coach who served all grades K-6 with coaching and organized 3 Math Nights per year. This year, the coach has had minimal visits and time on campus and has organized no math nights. Therefore, no spending was needed for math nights.

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.

For the lack of support and change from the district coaching, we will set aside site funds for our own coaching and math intervention to support students in the gap areas. This person can also reboot our math nights because they have been historically well attended and successful.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Increase achievement in both Math and ELA for the following student subgroups: Socioeconomically disadvantaged (SED), Hispanic/Latino, EL and Students with Disabilities as measured by state wide assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Dashboard data.	Student in gap areas (Latino, EL, SES and students with disabilities) will increase in math and ELA.	Achievement levels increased or significantly increased for Latino, EL, SES and students with disabilities in overall Math and ELA SBAC Dashboard data.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide extended day intervention and language differentiation time for students grades 2 and 3 by increasing the school day by 40 minutes.	We provided extended day intervention and language differentiation time for students grades 2 and 3 by increasing the school day by 40 minutes.	Differentiation Specialist, 1.0 FTE District Funded 85,000	Differentiation Specialist, 1.0 FTE 85,000
Provide after school Math and ELA intervention and homework completion for qualifying students grades K-6 (based on academic progress) through the MME Bridge program. UC Davis tutors serve all grade levels led by a classified staff member and a credentialed teacher (grades 1-3).	We provided after school Math and ELA intervention and homework completion for qualifying students grades K-6 (based on academic progress) through the MME Bridge program. UC Davis tutors serve all grade levels led by a classified staff member and a credentialed teacher (grades 1-3). Priority students are Latino, EL, SES and students with disabilities.	Student Success and Program Supervisor District Funded 60,771 Bridge teacher, VSA District Funded 6,800	Student Success and Program Supervisor District Funded 60,771 Bridge teacher, VSA District Funded 6,800
Provide Summer Literacy support for Bridge students reading well below grade level.	Summer school applications have been distributed to qualifying students in the gap areas for summer 2019 based on trimester 2 data.	Summer Bridge program materials District Funded 1,250 Summer Bridge program Staff District Funded 20,000	Summer Bridge program materials District Funded 1,250 Summer Bridge program Staff District Funded 20,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Collaborate via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor with a focus on priority area students (EL, SED, foster youth and homeless).	Teachers collaborated via weekly grade level Professional Learning Communities (PLC) to regularly plan instruction and progress monitor with a focus on priority area students (EL, SED, foster youth and homeless).	Release time substitutes District Funded 6,000	Release time substitutes District Funded 6,000
Twice yearly the collaboration will be full day for Academic Conferencing and to review trimester data.	Three times a year there was academic conferencing during collaboration not during a full day.	Release time substitutes Title I Part A: Allocation 15,500	Release time substitutes Title I Part A: Allocation 15,500
		Release time substitutes LCFF - Base 4,000	Release time substitutes LCFF - Base 4,000

Analysis

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

Overall, we were able to implement the strategies and activities of this goal. The one area we do not have clear information about the impact is Extended Day. More than additional time, it seems as though it is the actual SEAL strategies that are making a significant impact based on instructional rounds feedback and program evaluation. Collaboration time overall has been implemented well, with better success having regular and consistent staffing via Music and PE for students. The summer program will be district implemented this upcoming summer. The Bridge program implementation has also been smooth and successful based on data presented to SSC at one of our regular meetings. However, there is more need and students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness is most demonstrated in collaboration. This time is very valuable for teachers to review and implement changes to their instructional program. This year our teams were able to implement a new form of progress monitoring based on report card standards (assessments with rubrics) and to review this data as a team. Bridge is overall effective as well, evidenced by homework completion. However, we would like to improve the services by giving Bridge tutors more direction and guidance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditures were as expected.

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 the upcoming year, we are making a recommendation that the school focus on bringing the SEAL strategies, training and coaching support to all grades rather than just grades K-3, found in Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

One hundred percent of parents and students will report a positive climate at MME. This includes feeling safe, comfortable and able to communicate with all school staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Youth Truth Survey Results</p> <p>Attendance Data</p> <p>Suspension Data</p>	<p>MME results on the Youth Truth Survey will be the same or better than similar district/schools.</p> <p>Attendance Data at MME will show decrease in level 2 and chronic truancy, with all conferences conducted as required by the district attendance guidelines.</p> <p>Suspension Data will reflect a decline in suspension rates both in and out of school.</p>	<p>Youth truth survey results were the same or better in all reported areas for both the student and family survey as compared to district and similar school data. In particular, MME students gave more favorable ratings on Engagement, Instructional Methods, Relationships, and Culture.</p> <p>Chronic absence percentage for 2017-18: 85 students level 2 truancy; 20 students chronically truant, 80 conferences conducted; versus 2018-19: 57 level 2 truancy, 4 students chronically truant, 57 conferences conducted. Overall Chronic Absentee rate is 9%, with gaps for Students with disabilities at 10.6% and SED students at 12.9%.</p> <p>Suspension rates for for 2017-18 15 home suspensions; 10 in school suspensions versus to 2018-19 with 5 in school suspensions and 2 home suspensions. 50% reduction in-school suspension; 86% reduction in home suspensions.</p>

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide translation of all school communications into Spanish. Monitor best practices in reaching all families including automated phone system, email, hard copy and word of mouth communications. Begin use of text messages as</p>	<p>We provided translation of all school communications into Spanish and monitored our practices in reaching all families including automated phone system, email, hard copy and word of mouth communications. Text messaging was used</p>	<p>Translation Services LCFF - Supplemental 4,000</p>	<p>Translation Services LCFF - Supplemental 2,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
soon as the district system allows it.	as a pilot for messages as possible.		
Parent engagement programs including parent education, partnership with the Yolo Family Resource Center, and parent leadership opportunities.	This year we were able to engage parents successfully in multiple Biliteracy Nights. Attendance was 50% higher than average for each event.	Parent Engagement and Education Title I Part A: Allocation 2,000	Parent Engagement and Education Site Based Gifts and Donations 2,000
Counseling services to support students and families in crisis, student behavior, and overall climate of the school.	We hired via a VSA a LCSW/PPS credentialed counselor who provided individual and small group counseling. There was more need than hours in the VSA.	Counselor, .2 FTE Title I Part A: Allocation 13,333	Counselor, .2 FTE Title I Part A: Allocation 15,000
		Counselor, 1.0 FTE District Funded 66,848	Counselor, 1.0 FTE District Funded 66,848
Information Technology Specialist	Continued by district, although employee was promoted in April to DO.	Instructional Technology Specialist, .5 FTE District Funded 25,500	Instructional Technology Specialist, .5 FTE District Funded 25,500
Employ Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned	Employed Student Success and Project Specialist to lead school climate efforts, monitor campus supervision, support parent and family engagement, complete special projects as assigned. However, in February this employee was transferred to be interim principal at another elementary site. Appropriate substitutes were found approximately 50% of the extended absence.	Student Success and Project Specialist District Funded 34,720	Student Success and Project Specialist District Funded 34,720
		Student Success and Project Specialist Title I Part A: Allocation 17,360	Student Success and Project Specialist Title I Part A: Allocation 17,360
Field Trip Walker Creek	Two classes of 6th grade students went to Walker Creek.	Field Trip expenses LCFF - Supplemental 1,450	Field Trip expenses LCFF - Supplemental 1,450
Purchase SWIS to monitor PBIS behavior tracking.	SWIS purchased and trial implementation began.	LCFF - Base 300	LCFF - Base 150
Montgomery Family Resource Center	Resource Center open and staffed by Empower Yolo. Low participation rates.	MOU for Resource Center Staff District Funded 20,000	MOU for Resource Center Staff District Funded 24,000
Employ Paraeducator III to assist with PBIS,	Employed Paraeducator III to assist with PBIS,	Paraeducator III Title I Part A: Allocation 31,660	Paraeducator III Title I Part A: Allocation 31,660

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>behavior intervention, and implementing behavior plans for individual and classroom support. Support will be prioritized for students in the LCAP priority areas (EL, SED, Foster Youth, homeless)</p>	<p>behavior intervention, and implementing behavior plans for individual and classroom support. Support will be prioritized for students in the LCAP priority areas (EL, SED, Foster Youth, homeless). Para implemented Check In Check Out Tier 2 intervention for 5 students in the spring trial.</p>		

Analysis

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

Overall implementation of our inclusive environment goal went as expected. The one exception was the removal of the Student Success Coordinator to another elementary site as an interim principal. Although the position was only covered approximately 50% time, we still saw relatively good improvement in our metrics, which is why we are suggesting a reduction in this FTE for next year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The most effective change this year has been the addition of a PBIS paraeducator. This role has been able to provide Tier 2 intervention and to assist in classrooms. We were able to implement a Tier 2 Check In Check Out PBIS intervention in the spring with students with 10 or more office referrals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditures were as expected.

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

Due to the continued behavioral improvement, staffing will be reduced in the Student Success position to .5FTE to accommodate a decreasing budget and to direct monies toward other goal areas. Reductions will also be made in field trip expenses due budget reductions.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	702,030.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	16,095	95.00
LCFF - Supplemental	55,328	-36.00
Title I Part A: Allocation	126,603	-11,497.00
Title III	47,800	0.00
District Funded	354,470	0.00
Local Categorical	90,446	150.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	354,470.00
LCFF - Base	16,000.00
LCFF - Supplemental	55,364.00
Local Categorical	90,296.00
Title I Part A: Allocation	138,100.00
Title III	47,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	521,770.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	76,000.00
	District Funded	278,470.00
	LCFF - Base	16,000.00
	LCFF - Supplemental	12,464.00
	LCFF - Supplemental	42,900.00
	Local Categorical	90,296.00
	Title I Part A: Allocation	1,500.00
	Title I Part A: Allocation	136,600.00
	Title III	47,800.00

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
Jen McNeil	Principal
Michelle Secrest	Parent or Community Member
Lupita Hernandez	Parent or Community Member
Callie Lindsay	Parent or Community Member
Liane Moody	Parent or Community Member
Kelly Heung	Parent or Community Member
Cecila Ortega	Classroom Teacher
Liliana Valdez	Classroom Teacher
Maddy Ryen	Classroom Teacher
Patricia Lara	Other School Staff
Alternates:	
Lizette Mancilla	Other School Staff
Geraldine Pelayo	Other School Staff
Erika Strand	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/19.

Attested:



Principal, Jen McNeil on 5/22/19



SSC Chairperson, Michelle Secret on 5/22/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program