

School Year: **2020-21**

# 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.

<b>School Name</b>	Marguerite Montgomery Elementary School
<b>Address</b>	1441 Danbury Street Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786118905
<b>Principal</b>	Jen McNeil
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	April 22, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	May 20, 2020
<b>Local Board Approval Date</b>	

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 Spanish and English.

## 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 Two Way Bilingual Immersion Spanish-English program grades K-6th and we have a single section English only instructional program in grades 4th and 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 (March 2020) 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. Each meeting is dedicated to a different topic area in the SPSA. 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. This year we completed our meeting and review via WebEx due to the COVID-19 pandemic and related school closures.

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 meetings. Specifically, at ELAC meetings we review strengths and concerns with our academic programs, and our parent engagement activities, such as our Parent-School-Student compact. We do this parent engagement in order to strengthen our relationships and include their input directly into our SPSA so that we can improve student achievement and family participation.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.01%	1.15%	1.33%	5	5	6
African American	3.83%	3.22%	2.88%	19	14	13
Asian	7.66%	5.98%	4.21%	38	26	19
Filipino	0.40%	0.46%	0.67%	2	2	3
Hispanic/Latino	55.04%	59.54%	57.87%	273	259	261
Pacific Islander	0.20%	%	0%	1		0
White	28.43%	26.9%	28.82%	141	117	130
Multiple/No Response	%	%	3.55%			3
<b>Total Enrollment</b>				496	435	451

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	57	72
Grade 1	71	63	60
Grade 2	69	70	60
Grade 3	69	59	66
Grade 4	67	70	53
Grade 5	49	69	70
Grade 6	82	47	70
<b>Total Enrollment</b>	496	435	451

### Conclusions based on this data:

1. MME attendance has fluctuated due to our planned and BOE approved programmatic transition to an all TWBI program. This means TWBI sections increase and English Only sections decrease. In 2019-2020 we reduced English Only by one section and increased 2nd grade TWBI. For 2020-2021 we will increase TWBI in 3rd grade and decrease/phase out EO in 3rd grade.
2. Program enrollment for Kindergarten will continue to increase and stabilize at 72. These numbers above do not reflect or include our migrant students.
3. We expect our overall enrollment to decrease slightly when English Only is completely phased out in 2022-2023.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	188	164	163	37.9%	37.7%	36.1%
Fluent English Proficient (FEP)	23	35	42	4.6%	8.0%	9.3%
Reclassified Fluent English Proficient (RFEP)	12	32	17	6.7%	17.0%	10.4%

### 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.
2. Our number of RFEP students has increased as we continue to improve outcomes for English Learners and reclassify them at higher rates.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	70	61	65	69	58	65	69	58	95.6	98.6	95.1
Grade 4	48	67	72	45	66	72	45	66	72	93.8	98.5	100
Grade 5	80	48	70	69	46	67	69	46	67	86.3	95.8	95.7
Grade 6	55	83	49	52	79	47	52	79	47	94.5	95.2	95.9
All Grades	251	268	252	231	260	244	231	260	244	92	97	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2389.	2387.	18.46	13.04	15.52	9.23	20.29	25.86	21.54	27.54	6.90	50.77	39.13	51.72
Grade 4	2436.	2475.	2466.	8.89	31.82	25.00	22.22	22.73	22.22	31.11	16.67	26.39	37.78	28.79	26.39
Grade 5	2501.	2491.	2519.	27.54	15.22	29.85	21.74	34.78	29.85	13.04	19.57	19.40	37.68	30.43	20.90
Grade 6	2512.	2520.	2533.	5.77	17.72	14.89	46.15	39.24	40.43	17.31	13.92	25.53	30.77	29.11	19.15
All Grades	N/A	N/A	N/A	16.45	19.62	22.13	23.81	29.23	28.69	19.91	19.23	19.67	39.83	31.92	29.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.54	17.39	20.69	27.69	43.48	39.66	50.77	39.13	39.66
Grade 4	17.78	25.76	26.39	42.22	54.55	52.78	40.00	19.70	20.83
Grade 5	31.88	17.39	37.31	33.33	52.17	37.31	34.78	30.43	25.37
Grade 6	15.38	27.85	23.40	57.69	40.51	51.06	26.92	31.65	25.53
All Grades	22.51	22.69	27.46	38.96	46.92	45.08	38.53	30.38	27.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.31	11.59	8.62	35.38	42.03	41.38	52.31	46.38	50.00
Grade 4	11.11	24.24	15.28	55.56	45.45	54.17	33.33	30.30	30.56
Grade 5	30.43	23.91	29.85	36.23	45.65	50.75	33.33	30.43	19.40
Grade 6	17.31	24.05	14.89	50.00	44.30	70.21	32.69	31.65	14.89
All Grades	18.61	20.77	17.62	42.86	44.23	53.28	38.53	35.00	29.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.54	15.94	17.24	46.15	55.07	53.45	32.31	28.99	29.31
Grade 4	4.44	27.27	22.22	71.11	57.58	59.72	24.44	15.15	18.06
Grade 5	26.09	19.57	25.37	56.52	52.17	53.73	17.39	28.26	20.90
Grade 6	13.46	20.25	12.77	63.46	51.90	78.72	23.08	27.85	8.51
All Grades	17.75	20.77	20.08	58.01	54.23	60.25	24.24	25.00	19.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	8.70	10.34	38.46	52.17	41.38	46.15	39.13	48.28
Grade 4	13.33	37.88	20.83	53.33	42.42	52.78	33.33	19.70	26.39
Grade 5	30.43	28.26	41.79	40.58	50.00	35.82	28.99	21.74	22.39
Grade 6	21.15	35.44	23.40	53.85	37.97	59.57	25.00	26.58	17.02
All Grades	20.78	27.69	24.59	45.45	45.00	46.72	33.77	27.31	28.69

**Conclusions based on this data:**

1. Overall the percentage of students in grades 3-6th who met or exceeded standards has increased from 48.85% to 50.41%. Likewise, the percent of students who did not meet, or nearly met standards decreased from 51.15% to 49.59%.
2. Overall, 5th grade student scores increased from 50.00% meeting or exceeding standards to 59.7%.
3. In the subset of Reading, the percent of students above standards increased from 22.69% to 27.46%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	70	61	66	70	59	66	70	59	97.1	100	96.7
Grade 4	48	67	72	47	67	71	47	67	71	97.9	100	98.6
Grade 5	80	48	70	76	47	69	76	47	69	95	97.9	98.6
Grade 6	55	83	49	53	80	48	53	80	48	96.4	96.4	98
All Grades	251	268	252	242	264	247	242	264	247	96.4	98.5	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.	2419.	2411.	18.18	15.71	15.25	16.67	22.86	28.81	30.30	28.57	22.03	34.85	32.86	33.90
Grade 4	2471.	2502.	2488.	8.51	29.85	23.94	38.30	26.87	26.76	38.30	28.36	30.99	14.89	14.93	18.31
Grade 5	2490.	2501.	2529.	21.05	12.77	26.09	15.79	23.40	26.09	28.95	36.17	26.09	34.21	27.66	21.74
Grade 6	2501.	2519.	2525.	11.32	20.00	20.83	16.98	25.00	16.67	41.51	27.50	39.58	30.19	27.50	22.92
All Grades	N/A	N/A	N/A	15.70	20.08	21.86	20.66	24.62	25.10	33.88	29.55	29.15	29.75	25.76	23.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.79	28.57	30.51	28.79	28.57	32.20	42.42	42.86	37.29
Grade 4	27.66	40.30	30.99	48.94	26.87	43.66	23.40	32.84	25.35
Grade 5	30.26	23.40	33.33	23.68	27.66	36.23	46.05	48.94	30.43
Grade 6	18.87	32.50	25.00	39.62	28.75	41.67	41.51	38.75	33.33
All Grades	26.86	31.82	30.36	33.47	28.03	38.46	39.67	40.15	31.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.76	20.00	16.95	40.91	44.29	40.68	33.33	35.71	42.37
Grade 4	17.02	23.88	22.54	59.57	53.73	49.30	23.40	22.39	28.17
Grade 5	17.11	14.89	28.99	42.11	51.06	42.03	40.79	34.04	28.99
Grade 6	7.55	22.50	18.75	56.60	41.25	54.17	35.85	36.25	27.08
All Grades	17.36	20.83	22.27	48.35	46.97	46.15	34.30	32.20	31.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.70	21.43	22.03	54.55	44.29	44.07	25.76	34.29	33.90
Grade 4	23.40	40.30	28.17	46.81	43.28	47.89	29.79	16.42	23.94
Grade 5	15.79	10.64	30.43	51.32	57.45	44.93	32.89	31.91	24.64
Grade 6	16.98	23.75	18.75	47.17	47.50	64.58	35.85	28.75	16.67
All Grades	18.60	25.00	25.51	50.41	47.35	49.39	30.99	27.65	25.10

**Conclusions based on this data:**

1. Overall, students in grades 3-6 slightly increased in Math from 44.7% meeting and exceeding standards in 2017-2018 as compared to 46.96% in 2018-2019.
2. Conversely, the percentage of students who nearly or did not meet standards decreased from 58.31% to 53.64%.
3. In the subset of concepts and procedures, we see good movement toward more students from the below standard to at/near and above standard area. For example, in 2017-2018 40.15% students were below standard as compared to 31.17% in 2018-2019.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1418.3	1406.1	1433.8	1418.6	1382.0	1376.7	25	22
Grade 1	1449.3	1401.7	1468.8	1403.5	1429.5	1399.4	26	17
Grade 2	1469.0	1472.0	1480.3	1490.1	1457.1	1453.5	34	29
Grade 3	1503.9	1477.4	1497.1	1462.7	1510.3	1491.6	28	30
Grade 4	1531.5	1537.0	1522.3	1526.6	1540.3	1546.8	27	25
Grade 5	1503.3	1562.2	1487.8	1531.8	1518.4	1592.2	12	25
Grade 6	*	1531.2	*	1514.8	*	1547.2	*	13
All Grades							159	161

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	27.27	*	27.27	*	27.27	25	22
1	*	0.00	42.31	11.76	*	41.18	*	47.06	26	17
2	41.18	6.90	*	51.72	*	24.14	*	17.24	34	29
3	*	16.67	53.57	30.00	*	23.33	*	30.00	28	30
4	*	40.00	44.44	44.00	*	12.00	*	4.00	27	25
5	*	60.00	*	24.00	*	12.00	*	4.00	12	25
6		23.08	*	53.85		15.38	*	7.69	*	13
All Grades	28.30	24.22	38.36	34.78	15.09	21.74	18.24	19.25	159	161

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.00	31.82	*	18.18	*	18.18	*	31.82	25	22
1	46.15	11.76	*	29.41	*	17.65	*	41.18	26	17
2	55.88	37.93	*	37.93	*	13.79	*	10.34	34	29
3	39.29	16.67	39.29	40.00	*	6.67	*	36.67	28	30
4	48.15	52.00	*	36.00	*	8.00	*	4.00	27	25
5	*	56.00	*	32.00		0.00	*	12.00	12	25
6	*	38.46		46.15	*	7.69	*	7.69	*	13
All Grades	46.54	35.40	27.67	34.16	11.95	9.94	13.84	20.50	159	161

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	36.36	52.00	50.00	*	13.64	25	22
1	*	0.00	*	0.00	*	23.53	42.31	76.47	26	17
2	*	0.00	35.29	37.93	*	27.59	*	34.48	34	29
3	*	10.00	39.29	23.33	*	40.00	*	26.67	28	30
4	*	32.00	48.15	40.00	*	24.00	*	4.00	27	25
5	*	52.00	*	20.00	*	24.00	*	4.00	12	25
6		15.38	*	30.77	*	46.15	*	7.69	*	13
All Grades	13.84	16.15	28.93	27.95	30.19	32.92	27.04	22.98	159	161

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	31.82	*	40.91	*	27.27	25	22
1	65.38	29.41	*	41.18	*	29.41	26	17
2	47.06	27.59	47.06	58.62	*	13.79	34	29
3	*	13.33	57.14	40.00	*	46.67	28	30
4	44.44	28.00	44.44	60.00	*	12.00	27	25
5	*	16.00	*	72.00	*	12.00	12	25
6	*	15.38	*	76.92	*	7.69	*	13
All Grades	43.40	22.98	42.14	54.66	14.47	22.36	159	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00	27.27	*	40.91	*	31.82	25	22
1	42.31	5.88	50.00	52.94	*	41.18	26	17
2	67.65	48.28	*	44.83	*	6.90	34	29
3	64.29	40.00	*	33.33	*	26.67	28	30
4	77.78	64.00	*	32.00	*	4.00	27	25
5	*	80.00	*	16.00	*	4.00	12	25
6	*	46.15	*	46.15	*	7.69	*	13
All Grades	60.38	46.58	27.04	36.65	12.58	16.77	159	161

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.00	81.82	*	18.18	25	22
1	*	0.00	*	29.41	42.31	70.59	26	17
2	32.35	3.45	32.35	62.07	35.29	34.48	34	29
3	*	10.00	57.14	46.67	*	43.33	28	30
4	*	16.00	51.85	72.00	*	12.00	27	25
5	*	56.00	*	40.00	*	4.00	12	25
6		0.00	*	61.54	*	38.46	*	13
All Grades	22.01	13.66	45.91	56.52	32.08	29.81	159	161

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.73	44.00	63.64	*	13.64	25	22
1	*	0.00	50.00	35.29	*	64.71	26	17
2	*	0.00	67.65	58.62	*	41.38	34	29
3	*	10.00	71.43	70.00	*	20.00	28	30
4	51.85	48.00	40.74	48.00	*	4.00	27	25
5	*	52.00	*	44.00		4.00	12	25
6		38.46	*	61.54	*	0.00	*	13
All Grades	21.38	23.60	57.86	55.28	20.75	21.12	159	161

**Conclusions based on this data:**

1. Overall in 2018-2019 the percentage of students who scored in level 3 and 4 is 59.00% and 41% are in level 1 and 2.
2. In the last two years 2017-2019, our school has transitioned to an all dual immersion program with 90% instruction in English grades K-1. It would be expected that percentages of students in grades K-2 who score overall in levels 1-2 is higher than levels 3-4.
3. In the sub categories, Speaking has the highest percentage of students scoring well developed at 46.58%, writing 23.60%, listening 22.98% and reading 13.66%.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
435	57.9	37.7	0.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	164	37.7
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	252	57.9
Students with Disabilities	56	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.2
American Indian	5	1.1
Asian	26	6.0
Filipino	2	0.5
Hispanic	259	59.5
Two or More Races	12	2.8
White	117	26.9

### Conclusions based on this data:

- 57.9 % of our school is categorized as Socially Economically Disadvantaged.
- Our largest student group by ethnicity is Latino/Hispanic at 59.5%.
- White students account for 26.9% of our enrollment, as the second largest ethnicity/race.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="784 506 855 533">Green</p>	<p data-bbox="1177 426 1404 457"><b>Suspension Rate</b></p>  <p data-bbox="1271 506 1343 533">Green</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="297 703 368 730">Green</p>		

#### Conclusions based on this data:

1. Overall, our dashboard has dramatically transitioned to all green in the overall Academic performance areas for ELA and math!
2. Overall, our suspension rate dramatically improved from the previous year.
3. Chronic absenteeism is also now in the green indicator.

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>0.5 points above standard</p> <p>Increased ++13.3 points</p> <p>226</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>44 points below standard</p> <p>Increased ++7.8 points</p> <p>102</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>32.6 points below standard</p> <p>Increased ++10.9 points</p> <p>142</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>78.4 points below standard</p> <p>Increased ++4.7 points</p> <p>33</p>

**2019 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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 21.9 points above standard Declined Significantly -39.4 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.8 points below standard Increased ++13.6 points 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 50.5 points above standard Increased ++14.9 points 59

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
71.6 points below standard Increased ++6.7 points 69	13.7 points above standard Increased Significantly ++28.6 points 33	34.7 points above standard Increased Significantly ++21.4 points 120

**Conclusions based on this data:**

- Every single sub group in ELA increased or significantly increased their ELA scores.
- Our English learner Reclassified student sub group increased 28.1 points.
- Hispanic, EL, students with disabilities all increased. However, an opportunity and achievement gap exists between these groups and our white student scores. Specifically, white students score 50.2 points above the standard, where students with disabilities are 78.4 points below the standard.

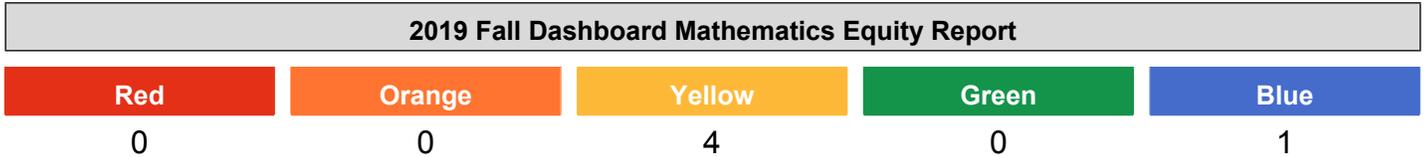
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3.1 points below standard</p> <p>Increased ++8.6 points</p> <p>223</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>32.7 points below standard</p> <p>Increased ++4.3 points</p> <p>102</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>35.5 points below standard</p> <p>Increased ++3.7 points</p> <p>140</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>88.8 points below standard</p> <p>Increased ++9.1 points</p> <p>32</p>

### 2019 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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color <span style="background-color: #e0f0ff;">24.3 points above standard</span> Increased ++13.4 points 11	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0f0ff;">27.3 points below standard</span> Increased ++4.2 points 137	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander	 Blue <span style="background-color: #e0f0ff;">51.4 points above standard</span> Increased Significantly ++17.2 points 58

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0f0ff;">52.4 points below standard</span> Declined -7.4 points 69	<span style="background-color: #e0f0ff;">8.5 points above standard</span> Increased Significantly ++34.6 points 33	<span style="background-color: #e0f0ff;">20.2 points above standard</span> Increased Significantly ++15.2 points 117

#### Conclusions based on this data:

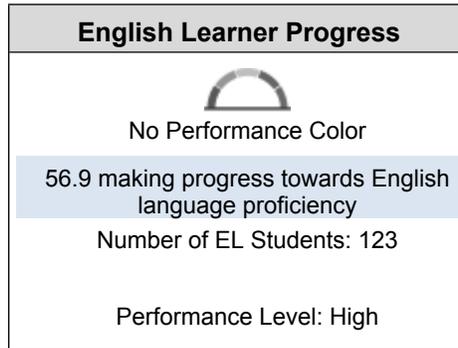
1. Overall, our all student data shows in the green area for Mathematics with an increase of 8.6 points.
2. Although all subgroups increased (EL +4.3, Students with disabilities 9.1 and SED 3.7points), an achievement and opportunity gap persists between these subgroups and our white students.
3. In data comparison among EL sub groups, we saw tremendous growth with our reclassified English Learners up 34.6 points, although our current ELs declined by 7.4 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	44	11	59

#### Conclusions based on this data:

1. With 56.9% of students making progress toward English Language proficiency, we are categorized as "high" in our EL progress.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>8.4</p> <p>Declined -0.5</p> <p>462</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>7.6</p> <p>Declined -1.8</p> <p>184</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>21.4</p> <p>14</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>11.6</p> <p>Declined -1.3</p> <p>277</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>13.6</p> <p>Increased +3</p> <p>66</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 20 Increased +9.5 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 0 Declined -2.5 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.3 Maintained +0.3 274	 No Performance Color 0 Declined -16.7 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.5 Declined -2.8 119

**Conclusions based on this data:**

1. EL and SED student groups decreased absenteeism. EL students are approximately one percentage point lower than the all student percent chronically absent.
2. Overall, 8.4% of our student population qualifies as chronically absent, which is in the "green" performance area and slightly down from 9% for 2017-2019.
3. Students with disabilities and Hispanic students maintained or slightly increased in chronic absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

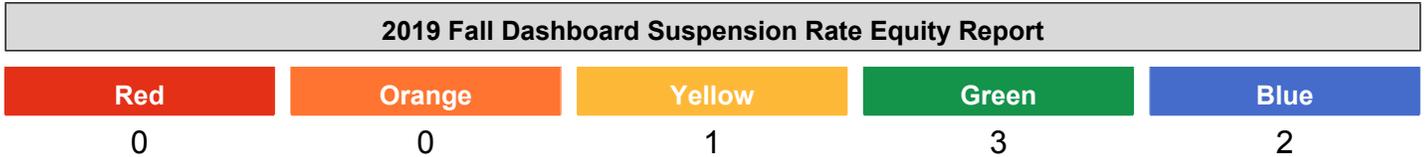
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Highest  
Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.5</p> <p>Declined Significantly -1.9</p> <p>467</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.6</p> <p>Maintained +0.1</p> <p>189</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>6.3</p> <p>Declined -10.4</p> <p>16</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.1</p> <p>Declined Significantly -1.6</p> <p>281</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>3</p> <p>Declined -7.6</p> <p>66</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -10.5 15	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">6</div>	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -2.4 32	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">2</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">1.8</div> Declined -0.5 279	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">14.3</div> Declined -1.5 14	<div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">0</div>	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -3.3 119

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	1.5

**Conclusions based on this data:**

1. Overall, our suspension rate declined significantly by 1.9%.
2. Our socio economic student percentage declined significantly as well by 1.6%.
3. Suspension rates for English Learners maintained.

# 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.	<p>UPDATE</p> <p>Data School-Wide K-6 Approaching or Meeting/Exceeding Standards (score of 1-4 on report card standard). Due to COVID 19 closures, data for Tri 2 is unavailable. We have data from Tri 1 but it should be noted that is not comparable to tri 2. At Tri 1 a score of 2 is meeting standards. It is included for reference.</p> <p>Trimester 2 March 2019 Trimester 1 March 2020</p> <p>Reading 10.9% score 1 Reading 30% score 1 21.5% score 2 70% score 2 -4 67.6% score 3 or 4</p> <p>Writing 9.3% score 1 Writing 24% score 1 28.8% score 2 76% score 2 - 4 61.9% score 3 or 4</p> <p>Math 11.4% score 1 Math 22% score 1 20.1% score 2 78% score 2 - 4</p>	<p>Trimester 2 March 2021 Data School-Wide K-6</p> <p>Approaching or Meeting/Exceeding Standards (score 1-4 on report card standard)</p> <p>Reading 75% or more score 3 or 4</p> <p>Writing 75% or more score 3 or 4</p> <p>Math 75% or more score 3 or 4</p>

Metric/Indicator	Baseline	Expected Outcome
	68.5% 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

Students grades 1-6th who are not demonstrating grade level proficiency as measured by report card standards based on oral running records, language arts performance tasks/assessments, district adopted assessments, and CAASPP.

#### Timeline

August 2020-June 2021

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

Amount	68,000
Source	Title I Part A: Allocation
Description	Para-educator salaries

### 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 2020-June 2021

#### 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 2020-June 2021

#### Person(s) Responsible

Principal, SEAL coach

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 4

EL Intervention Specialists and paraeducator will provide small group and individual instruction and supports to help ELs access grade level common core State standards. EL Intervention Specialists will use ELD assessment and reading data for differentiated instruction and will coach classroom teachers about appropriate differentiation based on the data. Re-assess EL students on an approximately 11-week schedule (three rotations per year). Lead teachers in developing differentiated instructional groups based from the data.

The specialist will coach classroom teachers on instructional strategies and provide professional development to teachers on best practices for supporting English Learners. The specialist will attend and direct academic conferencing and grade level collaboration. In all primary and intermediate grades they will collaborate with classroom teachers to provide intentional strategies for ELs that align with thematic classroom units, which are based on common core State standards.

Using state criteria, specialist and paraeducator will 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.

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

English Learners grades K-6th

**Timeline**

August 2020-June 2021

**Person(s) Responsible**

EL Specialist, Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	47,800
<b>Source</b>	Title III
<b>Description</b>	EL Intervention Specialist 1.0 FTE
<b>Amount</b>	37,000
<b>Source</b>	District Funded
<b>Description</b>	EL Specialist .5 FTE
<b>Amount</b>	12,464
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Paraeducator EL .3 FTE Site funded

# 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	<p>2019</p> <p>All students ELA .2 above standard, increased 12.9 points EL 44.8 points below standard, increased 7 points Latino 25.4 below standard, increased 13 points SES 33.1 points below standard, increased 10.4 points Stu with Disabilities 78.4 points below standard, increased 4.7 points</p> <p>All students Math 3.1 below standard, increased 8.6 points EL 32.7 below standard, increased 4.3 points Latino 27.3 below standard, increased 4.2 points SES 35.5 below standard, increased 3.7 points Stu with Disabilities 88.8 below standard, increased 9.1 points</p> <p>EL Progress 56.9 making progress toward English language proficiency, Performance Level: High</p>	Each sub group raises by 2-12 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 2020-June 2021

### 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 2020-June 2021

### Person(s) Responsible

Principal, Specialists, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	22,000
Source	Title I Part A: Allocation
Description	teacher release time for collaboration
Amount	27,000

<b>Source</b>	District Funded
<b>Description</b>	teacher release time for collaboration, music instruction all 1st, 2nd and 3rd

### Strategy/Activity 3

Provide additional Tier 2 and 3 reading specialist support.

#### Students to be Served by this Strategy/Activity

.4FTE serves students in the priority gap areas: SES, EL, Foster and Homeless for reading intervention.

#### Timeline

August 2020-June 2021

#### Person(s) Responsible

Principal, Reading Specialists

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	36,700
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Reading Specialist at .4 FTE targeted for priority area students

### Strategy/Activity 4

Provide math intervention for students.

#### Students to be Served by this Strategy/Activity

Students in the high priority areas (EL, SES, foster and homeless) receive intervention support.

#### Timeline

August 2020-June 2021

#### Person(s) Responsible

Principal, Math coach/ intervention staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	12,000
<b>Source</b>	LCFF - Base
<b>Description</b>	VSA Math 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 8.4% overall, declined -.5%; SED 11.6%, declined -1.3%; stu with disabilities 13.6%, increased 3%; EL attendance is 7.6%, declined -1.8% and is lower than the all student average.  Suspension data for MME on the dashboard is in Green, 1.5% overall, declined significantly by -1.9%	Maintain or improve favorable survey areas.  Decrease chronic absence for SED, Stu with Disabilities.  Maintain or decrease suspension rates for all students and subgroups to 1%.

### 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	12,000
Source	Title I Part A: Allocation
Description	Counseling support for Tier 3 students to do individual and small group counseling

### Strategy/Activity 2

PBIS Behavior intervention support for Check In Check Out and problem solving/restorative Tier 2 strategies

### Students to be Served by this Strategy/Activity

Students with office discipline referrals

### Timeline

August 2020-June 2021

### Person(s) Responsible

Principal, counselor, PBIS paraeducator

### Proposed Expenditures for this Strategy/Activity

Amount	30,800
Source	Title I Part A: Allocation
Description	PBIS Paraeducator CICO

### 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 2020-June 2021

### 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 2020-June 2021

### 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 activities that are targeted at including parents in learning such as Circulo our home-school reading program.

### Students to be Served by this Strategy/Activity

Students in the priority areas, achievement and opportunity gap.

### Timeline

Aug 2020-June 2021

### Person(s) Responsible

Principal, Leadership team

### Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Title I Part A: Allocation
Description	Parent Engagement Circulo stipend, materials for Circulo (books for parents to read to/with students at home.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 1

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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Trimester 2 report card standards in reading, writing, and mathematics. Scores are 1-4, scores of 3-4 are meeting or exceeding standards.	<p>Trimester 2 March 2020 Data School-Wide K-6 Approaching or Meeting/Exceeding Standards (score 1-4 on report card standard)</p> <p>Reading 75% or more score 3 or 4</p> <p>Writing 75% or more score 3 or 4</p> <p>Math 75% or more score 3 or 4</p>	<p>Trimester 2 March 2020 Data School wide K-6 Approaching or meeting/exceeding standards</p> <p>Unable to compute data due to COVID 19 Pandemic.</p> <p>Trimester 1 scores November 2019: Math 22% below (score of 1) Math 78% at or above (score of 2-4)</p> <p>Reading 30% below (score of 1) Reading 70% at or above (score 2-4)</p> <p>Writing 24% below (score of 1) Writing 76% at or above (score of 2-4)</p>

## 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.	Small group differentiated reading instruction for all students utilizing paraeducators and teachers.	Para-educator salaries Title I Part A: Allocation 69,800	Para-educator salaries Title I Part A: Allocation
		3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class District Funded 12,636	3rd Grade Reading Paraeducator, .1 FTE per 3rd grade class District Funded 12,636
Provide readily available and appropriate texts to support reading instruction and common core implementation.	Provide readily available and appropriate texts to support reading instruction and common core implementation.	instructional supplies, expository texts, and classroom libraries LCFF - Base 4,000	instructional supplies, expository texts, and classroom libraries LCFF - Base 4,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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. Summer session cancelled due to COVID-19.</p>	<p>SEAL coach 1.0 FTE District Funded 71,000</p> <p>SEAL Program Fees District Funded 55,000</p> <p>SEAL Unit Dev days and travel District Funded 23,000</p> <p>SEAL Summer PD District Funded 16,000</p>	<p>SEAL coach 1.0 FTE District Funded 71,000</p> <p>SEAL Program Fees 55,000</p> <p>SEAL Unit Dev days and travel 23,000</p> <p>SEAL Summer PD</p>
<p>EL Intervention Specialists and paraeducator will provide small group and individual instruction and supports to help ELs access grade level common core State standards. EL Intervention Specialists will use ELD assessment and reading data for differentiated instruction and will coach classroom teachers about appropriate differentiation based on the data. Re-assess EL students on an approximately 11-week schedule (three rotations per year). Lead teachers in developing differentiated instructional groups based from the data.</p> <p>The specialist will coach classroom teachers on instructional strategies and provide professional development to teachers on best practices for supporting English Learners. The specialist will attend and direct academic conferencing and grade level collaboration. In all primary and intermediate grades they will collaborate with classroom teachers to provide intentional strategies for ELs that</p>	<p>EL Intervention Specialists and paraeducator will provide small group and individual instruction and supports to help ELs access grade level common core State standards. EL Intervention Specialists will use ELD assessment and reading data for differentiated instruction and will coach classroom teachers about appropriate differentiation based on the data. Re-assess EL students on an approximately 11-week schedule (three rotations per year). Lead teachers in developing differentiated instructional groups based from the data.</p> <p>The specialist will coach classroom teachers on instructional strategies and provide professional development to teachers on best practices for supporting English Learners. The specialist will attend and direct academic conferencing and grade level collaboration. In all primary and intermediate grades they will collaborate with classroom teachers to provide intentional strategies for ELs that</p>	<p>EL Intervention Specialist 1.0 FTE Title III 47,800</p> <p>EL Specialist .5 FTE District Funded 37,000</p> <p>Paraeducator EL .3 FTE Site funded LCFF - Supplemental 12,464</p> <p>Paraeducator EL .5 FTE Parcel Tax Local Categorical 18,696</p>	<p>EL Intervention Specialist 1.0 FTE Title III 47,800</p> <p>EL Specialist .5 FTE District Funded 37,000</p> <p>Paraeducator EL .3 FTE Site funded LCFF - Supplemental 12,464</p> <p>Paraeducator EL .5 FTE Parcel Tax Local Categorical 18,696</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>align with thematic classroom units, which are based on common core State standards.</p> <p>Using state criteria, specialist and paraeducator will 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.</p>	<p>align with thematic classroom units, which are based on common core State standards.</p> <p>Using state criteria, specialist and paraeducator will 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.</p>		

## Analysis

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

Differentiated instruction in ELA/SLA with the support of reading paraeducators is effective. Tri 1 scores show good progress. Tri 2 scores unavailable due to COVID-19. SEAL implementation also has been effective with excellent teacher participation completing all three of the first modules with 100% attendance. Staff also engaged in their first unit, hosted gallery walks and had positive implementation review by the program and administration. Our EL program continues to excel, with students ranking in the "high" area according to ELPAC and state measures (see previous sections of data review).

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

Please refer to the Student Performance Data sections of the report.

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

Due to COVID 19 summer professional development session for SEAL was cancelled and this resulted in less expenditures.

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.

No changes at this time.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 2

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard data in ELA and Math grades 3-6th by subgroups and all students	Each sub group raises by 8-22 points	<p>All ELA +12.9, Math +8.6</p> <p>Subgroups made gains in ELA:                      EL +7 (current +6.3, RFEP +28.1)                      Stu with Disabilities +4.7                      SED +10.4                      Hispanic + 13</p> <p>Math sub group gains:                      EL +4.3 (current EL -7.4, RFEP +34.6)                      Stu with Disabilities +9.1                      SED +3.7                      Hispanic +4.2</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring Bridge Program support via collaboration with UC Davis.	Provide after school tutoring Bridge Program support via collaboration with UC Davis.	Student Success and Program Supervisor (Bridge) District Funded 56,314	Student Success and Program Supervisor (Bridge) District Funded 56,314
		Teacher VSA for Bridge supervision and instruction District Funded 6,800	Teacher VSA for Bridge supervision and instruction District Funded 6,800
Teacher collaboration to review data and make instructional adjustments	Teacher collaboration to review data and make instructional adjustments	teacher release time for collaboration Title I Part A: Allocation 21,000	teacher release time for collaboration Title I Part A: Allocation

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		teacher release time for collaboration, music instruction all 2nd and 3rd District Funded 27,000	teacher release time for collaboration, music instruction all 1st, 2nd and 3rd District Funded
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	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	Reading Specialist at .1 FTE District Funded 15,000  Reading Specialist at .4 FTE targeted for priority area students LCFF - Supplemental 36,700  Dual Immersion Reading Specialist 1.0 FTE Local Categorical 71,600	Reading Specialist at .1 FTE District Funded 15000  Reading Specialist at .4 FTE targeted for priority area students LCFF - Supplemental 36700  Dual Immersion Reading Specialist 1.0 FTE Local Categorical 71,600
Provide math coaching for teachers and intervention for students	Provide intervention for students; was not able to hire until February 2020	VSA Math coach and intervention LCFF - Base 12,000  VSA Math coach and intervention LCFF - Supplemental 5,000	VSA Math intervention LCFF - Base 6,000  did not spend

## Analysis

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

Overall, strategies were implemented with fidelity and as planned with the exception of math coach/intervention, which could not be filled until February of 2020.

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

Overall, indicators on the SBAC assessment showed growth for all sub groups in both ELA and math. However, some groups did not make as much progress (over 8 points) as expected. RFEP students made significant progress on these indicators.

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

We were not able to hire a math coach/intervention specialist early in the year because of an unexpected staffing change (injury) and the need to cover it internally by the staff who was going to go up in FTE to provide math support. Once the injured staff returned to work duties, we could then hire the other employee for intervention hours. In addition, both teacher release positions (PE and music) were filled by long term substitutes, which are paid significantly less than regular FTE, resulting in money left unspent. One release teacher moved from long term sub to temp in February of 2020.

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.

With full day kindergarten planned for 2020-2021, we will need to increase our teacher release time. This will result in a small increase (from .3FTE to .4FTE). Otherwise, the stakeholders agree to move forward in our positive direction with the planned strategies and activities.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 3

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth truth survey results Chronic absentee data Suspension data	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%	Youth Truth surveys were favorable; faculty created found poems from the positive student comments. Over 12 original found poems were created.  All chronic absent down to 8.4%.  Chronic absence rates by sub groups: SED -1.3% EL -1.8% Stu with Disabilities +3%  All suspension rates -1.9% Suspension rates by sub groups: SED -1.6% EL +.1 (maintained) Stu with disabilities -7.6%

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Additional counseling support for Tier 2 and 3 interventions	Additional counseling support for Tier 2 and 3 interventions	Counseling support for Tier 3 students to do individual and small group counseling  Title I Part A: Allocation 15,000	Counseling support for Tier 3 students to do individual and small group counseling  Title I Part A: Allocation 5,000
PBIS Behavior intervention support for Check In Check out Tier 2 strategy	PBIS Behavior intervention support for Check In Check out Tier 2 strategy	PBIS Behavior intervention support for Check In Check out Tier 2 strategy Title I Part A: Allocation 30,800	PBIS Behavior intervention support for Check In Check out Tier 2 strategy Title I Part A: Allocation 30,800
Behavior intervention coaching, coordination and support for both teachers and students.	Behavior intervention coaching, coordination and support for both teachers and students.	Student Success Coordinator .5 FTE District Funded 34,720	Student Success Coordinator .5 FTE District Funded 15,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide interpretation and translation as needed.	Provide interpretation and translation as needed.	interpretation and translation supplies, VSA LCFF - Supplemental 1,200	interpretation and translation supplies, VSA LCFF - Supplemental
Improve parent engagement via evening activities that are targeted at including parents in learning.	Improve parent engagement via evening activities that are targeted at including parents in learning.	Parent Engagement supplies (books and other learning items) Title I Part A: Allocation 1500.00	Parent Engagement supplies (books and other learning items) Title I Part A: Allocation 1500

## Analysis

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

Overall, we were able to implement each strategy. The only exception is the Student Success position. The teacher was unexpectedly injured and the position was filled with subs (not every day) until January. The teacher returned in January 2020 but went into a classroom that was vacated by a different teacher.

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

Overall, our suspension and attendance rates indicate a positive direction for improved climate at MME. The suspension rates have dramatically declined. Our PBIS and counseling support is critical to this improvement.

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

The Student Success position teacher was unexpectedly injured and the position was filled with subs (not every day) until January. The teacher returned in January 2020 but went into a classroom that was vacated by a different teacher. The additional counseling was position was not able to work as many hours (variable service agreement) as anticipated. We were able to offer minimally increased hours to the PBIS para and a counseling intern to make up some of the missing duties of the regular school counselor so that she could cover the additional PPS required counseling.

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.

Continue as planned due to improvement. However, hopefully we will be full staffed.

# 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	575,298.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	16687	687.00
LCFF - Supplemental	52624	2,260.00
Title I Part A: Allocation	134334	34.00
Title III	0	-47,800.00
District Funded	0	-326,834.00
Local Categorical	0	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	326,834.00
LCFF - Base	16,000.00
LCFF - Supplemental	50,364.00
Title I Part A: Allocation	134,300.00
Title III	47,800.00

# Expenditures by Budget Reference

Budget Reference	Amount
	485,334.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	76,000.00
	District Funded	250,834.00
	LCFF - Base	16,000.00
	LCFF - Supplemental	12,464.00
	LCFF - Supplemental	37,900.00
	Title I Part A: Allocation	1,500.00
	Title I Part A: Allocation	132,800.00
	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
Liane Moody	Parent or Community Member
Abigail Serin	Parent or Community Member
Callie Lindsay	Parent or Community Member
Erika Strand	Parent or Community Member
Lupita Hernandez	Parent or Community Member
Kelly Heung, Alternate	Parent or Community Member
Cecila Ortega	Classroom Teacher
Liliana Valdez	Classroom Teacher
Edith Suarez	Classroom Teacher
Patricia Lara	Other School Staff

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 5/20/2020.

Attested:



Principal, Jen McNeil on 5/20/2020

SSC Chairperson, Liane Moody on 5/20/2020

# Addendum

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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](mailto: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