

School Year: **2019-20**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sandra J. Gallardo Elementary School	34673300100404	August 28. 2019	October 24, 2019

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Purpose and Description.....	4
School Vision and Mission .....	4
School & Community Profile .....	4
Comprehensive Needs Assessment Components .....	6
Data Analysis .....	6
Surveys .....	6
Classroom Observations .....	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement .....	9
Resource Inequities .....	9
School and Student Performance Data .....	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results .....	16
Student Population.....	19
Overall Performance .....	20
Academic Performance .....	21
Academic Engagement.....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1 .....	32
Goal 2.....	36
Goal 3.....	41
Goal 4.....	48
Budget Summary .....	56
Budget Summary .....	56
Other Federal, State, and Local Funds .....	56
School Site Council Membership .....	57
English Learner Advisory Committee (ELAC).....	58
Recommendations and Assurances .....	59
Instructions.....	60
Instructions: Linked Table of Contents.....	60
Purpose and Description.....	61
Stakeholder Involvement.....	61

Resource Inequities .....	61
Goals, Strategies, Expenditures, & Annual Review .....	62
Annual Review .....	63
Budget Summary .....	64
Appendix A: Plan Requirements .....	66
Appendix B: .....	69
Appendix C: Select State and Federal Programs .....	71

## Purpose and Description

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

Schoolwide Program

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

The purpose of Gallardo's plan regarding the School Plan for Student Achievement (SPSA), is to continue to assist all students towards academic proficiency as measured by the four goals of Folsom- Cordova Unified School District's Local Control and Accountability Plan (LCAP), California Assessment of Student Performance and Progress (CAASPP) scores, iReady, and all other assessment instruments determined by teachers and administration. Our focus will include student engagement and achievement, teamwork, training in Amplify, the new science adoption, Professional Learning Community (PLC) practices, social-emotional learning, continued implementation of Positive Behavior Intervention and Support (PBIS), as well as ongoing Parent Engagement.

## School Vision and Mission

The mission of Sandra J. Gallardo Elementary School is to meet the needs of all learners in a safe, supportive environment that better prepares each student to face the challenges of tomorrow.

The vision of Sandra J. Gallardo is to provide a professional learning community where each student receives rigorous learning opportunities to build a strong educational and social foundation needed to succeed in school and life. Gallardo's administration and staff will provide:

- High Expectations
- Rigorous Curriculum
- Community Involvement
- Promotion of 6B's Character Traits (Be Safe, Be Kind, Be Respectful, Be Responsible, Be on Task, Be Present)

## School & Community Profile

Sandra J. Gallardo is an elementary school in Folsom, California, serving Kindergarten through 5th grade. Our student enrollment, reported on the California Basic Educational System (CBEDS) in August, 2019, is 469. In 2010, our school was named a Distinguished School based on academics, student performance and positive learning environment. Our school is a place where students, staff, parents and community members interact to create a collaborative learning environment, while respecting and celebrating individual differences. Sandra J. Gallardo is structured around high academic and behavioral expectations, which helps to maintain, support and encourage a positive school-wide atmosphere. Our school and staff reflect a culture of caring, supportive and strong home-school connection made up of educators who hold California Teaching Credentials and paraprofessionals, both who are committed to educational excellence for all students. Teachers regularly participate in professional development and collaborative opportunities through our Professional Learning Communities (PLCs). As we serve the needs of our students, we offer programs that serve the individual academic needs including Speech, Occupational Therapy, and Intervention Programs. Opportunities for differentiated learning help to provide challenges for all students, including those identified for GATE. Additionally, we support English learners with qualified staff and programs identified to develop English acquisition skills.

Our curriculum is focused on teaching students the District adopted California Common Core Standards in all grades. Materials used in classrooms are State and District adopted. Chromebooks are used in all classrooms and are at a 1:1 ratio. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will support and improve learner outcomes. As we develop our Science, Technology, Engineering, Math (STEM) Program, teachers and parents bring science exploration to the classroom. Additionally, students participate in Student Council, STEM Night, Science Fair, Math Bowl, Cross Country and other social events during the school year.

Our school-wide discipline program is based upon a positive culture approach including Positive Behavior Interventions and Supports (PBIS), participation of Swamp Supporters, and student engagement. We utilize the Second Step curriculum, The 6 Bs (Be Safe, Be Kind, Be Respectful, Be Responsible, Be On Task, Be Present), Positive Postcards and Atta Gator incentives, which recognizes student progress and positive choices. Students in need of additional support such as counseling and/or interventions participate in the Primary Intervention Program (PIP)/Special Friends.

Parent participation is encouraged to foster a relationship between home and school. With the support of our Parent Teacher Association (PTA), Intel funds and parents, we are able to offer extended day programs, interventions and enrichment clubs held after school hours, (i.e. Chess Club, HoneyCoding, Yearbook Club, Early Engineers, Firefly Art, Cross Country, Ukulele, History Club, etc.). Our parent docent Fine Arts Mini Experience (FAME) program is designed to enrich the visual and performing arts. Community volunteers support our campus by explaining economics through the Intel/PC Pals program, Rotary Club, and Junior Achievement program.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff and families at Sandra J Gallardo are encouraged to provide input and feedback. We facilitate a welcoming school effectiveness survey (staff, programs, instruction, etc.), the California Healthy Kids Survey (CHKS) administered to students, staff and parents, as well as a Parental End-of-Year Survey to analyze our progress, plans and goals. Additionally, Parent Teacher Association (PTA) / English Learner Advisory Committee (ELAC) surveys reflect parents requesting additional resources for all students. Based upon results of these surveys, Gallardo has added additional clubs (Ukulele, Chess, Math, Art, ASSIST Structured Sports, HoneyCoding, Discover Dance). Bryte Bytes is a district-administered survey to staff, with the data used to enhance student learning.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations for Probationary teachers take place twice in the Fall and twice in the Spring. Tenured teachers formal evaluations are once in the Fall and once in the Spring. Teachers being evaluated are also subject to informal evaluations throughout the school year, per the FCUSD evaluation process. Additionally, the principal is in classrooms on a regular basis observing student learning and teaching, as well as weekly walkthroughs. If additional support is needed, the principal will provide the needed support. Specific feedback is written and verbal, and is provided to teachers following classroom observations. Feedback targets the six California Standards for the Teaching Profession (CSTP).

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We are using i-Ready data, California Assessment of Student Performance and Progress (CAASPP) results, oral reading passages, benchmarks, ongoing English Language Arts (ELA) and math assessments, end of unit/chapter tests, enVision Math topic tests, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Mastery tests. These results are used to plan instruction, appropriately group students, monitor progress, and provide interventions, as needed. Collaboration with the Principal, classroom teachers and other support staff meet multiple times per year to discuss Multi-Tiered System of Support (MTSS) and Responses to Intervention (RTI) to close the achievement gap.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will document student progress with results from above mentioned assessments and group as appropriate, setting goals for acceleration and/or remediation, as needed. Each month, we collaborate in Professional Learning Community (PLCs) to assess needs, modify instruction, create interventions to support student learning and offer professional development. Teachers conduct iReady, English Language Proficiency Assessments of California (ELPAC), running records, and curriculum assessments regularly, as directed by the District's adopted curriculum to monitor student progress. These results will identify needs for intervention grouping.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and highly qualified in the subject matter/grades they teach. In addition to state requirements, several Gallardo teachers have attained Gifted and Talented Education (GATE) certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff participate in ongoing support and professional development. Professional development is incorporated through Folsom Cordova Unified School District's (FCUSD) professional development days, site teacher release time with District lead teachers and regular dedicated time for professional development at staff collaboration and/or common planning meetings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff is provided District, site and professional development, targeted to meet their ongoing needs. All professional development is based on the Common Core language arts and enVision math curriculum. Teachers also continue to receive training on using i-Ready and Illuminate to analyze student performance data, training on the new science adoption, Amplify, as well as how to incorporate technology into their classrooms in ways that are both highly effective and engaging for students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Lead Teachers provide ongoing support to teachers, as well as Lead Teachers who support and guide the Instructional Focus Meetings. In 2019-2020, Sandra J. Gallardo will continue to utilize campus instructional Lead Teachers in the areas of English Language Arts (ELA)/English Language Development (ELD), Math and Technology. Our Student Success Team (SST) / Response to Intervention (RTI) monitors student progress using the Response to Intervention (RTI) model and collaboratively discuss actions to address both the academic and behavioral needs of our students with greatest needs (Tier 3). Outside professionals are used as needed and allotted.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our school/teachers participate in monthly site collaboration/grade level meetings to share, learn and set goals, etc. Formal Every Child By Name (ECBN) meetings are conducted with administration (3) times per year. Our Grade Level teams also collaborate during common planning time, two times per month in all grades. Continual ongoing collaboration is an integral part of our staff development. Professional Learning Community (PLC's) are regularly utilized, time is spent on reviewing student progress, identifying areas to re-teach and focus instruction to support all students.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers are using the Common Core State Standards (CCSS) as the basis of their instruction. Sandra J. Gallardo continues to refine Multi-Tiered System of Support (MTSS)/ Response to Intervention (RTI), after-school interventions, small group settings, and create a trusting environment in which to grow collaboratively as we provide academic instruction. This implementation will include the new 2019-20 school year science adoption, Amplify. Teachers will receive district trainings and site curricular meetings throughout the school year. The staff attends the District's Professional Development days to align the Common Core standards with materials from our English Language Arts (ELA)/MATH lead teachers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each classroom has posted an instructional schedule each day/week, which aligns with State and District requirements (interventions, Response to Intervention (RTI), Early / Late, Multi-Tiered System of Supports (MTSS). Language Arts and Math times are protected from interruption.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing windows allow teachers to monitor their instructional progress, as well as student progress. The pacing windows allow for structured flexibility and helps teachers maintain accountability.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to materials such as Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Accelerated Reader and Lexia Core 5.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the use of supplemental curriculum and instruction, including but not limited to i-Ready, Accelerated Reader, Second Step, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Handwriting without Tears, and Read Live. Sandra J. Gallardo uses state adopted and standards-aligned K-5 instructional materials (i.e., Benchmark for ELA, enVision for mathematics, Read Naturally, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Lexia Core 5 for interventions and differentiated Instruction.)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Sandra J. Gallardo utilizes a Learning Center model to support specific needs per child/instructional level. District adopted curriculum, including SONDAY is provided, as needed. Push -n/Pull-Out, UA and Intervention groups are provided within the school day, along with the school wide Atta-Gator incentive program based on positive behavior support.

Evidence-based educational practices to raise student achievement

In order to create a learning environment that fosters learning, we use a variety of instructional practices to increase student achievement: Direct instruction, collaborative conversations, a school wide incentive program (Atta-Gators) based on positive behavior supports and anti-bullying curriculum, including Positive Behavioral Interventions and Supports (PBIS) and Steps to Respect. We also continue to align our practices to those that have been determined to have higher effect sizes based on the research of John Hattie.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to attend Back to School Night, STEM/Math Night, School Site Council, Multi-Cultural Night, Coffee with the Principal, and Open House to facilitate better parent-teacher-student communication and home-school connection. Our school, District and PTA websites are viable resources for calendars, communications and clarity throughout the year. Sandra J. Gallardo actively seeks and appreciates the resources to assist under-achieving students from families and community partners (i.e., PC Pals, Intel, PTA.)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a very large parent participation/volunteering process, where parents who meet safety clearance can volunteer in the classrooms and attend field trips. Parent and staff participation, along with our Parent Teacher Association (PTA) help to fund, organize and plan events that benefit children throughout the school year. Plans are reviewed by staff, parents and community through PTA, School Site Council, parent meetings, English Learner Advisory Committee (ELAC) meetings with an open door policy. Our school's Site Council consist of (5) or more parents and school staff who meet during the school year to provide input, approve and monitor our School Plan for Student Achievement, as well as approve our School Safety Plan. Our English Language Advisory Committee (ELAC) meet as part of the Site Council to focus on the specific needs of our English Learners.



## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support our classroom instruction, materials and staff development. District services and funding are provided for support of the District Lead Teachers who provide coaching and professional development to teachers and administrators, Bilingual Instructional Aides, iReady, Accelerated Reader, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Professional Development, Parent Coordinator, Library Clerk.

Fiscal support (EPC)

District services and funding are provided, as well as PTA, Intel, community donations and grant matching opportunities.

## 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

Sandra J. Gallardo involves staff and parents in developing and monitoring our school plan. Gallardo's Site Council meet a minimum of (3) times per school year. The staff Leadership teams, as well as PTA meet monthly. During these meetings, information is shared and discussed to guide our goals and decisions. Planning of the 2019-2020 school site plan begin during the first trimester of the school year with continuous monitoring from the following groups:

Weekly Staff Meetings - Each Thursday

School Site Council (reviews and approves Site Plan on or before September 1, 2019 - monitored throughout school year)

ELAC Advisory

Staff, Student, Parent Surveys (Fall, Spring)

Every Child By Name (ECBN) meetings (three times per year)

Staff / Grade Level / Professional Development / Staff Leadership Team (Curriculum, Positive Behavior Intervention Systems (PBIS), Behavior, Safety) meetings

RTI/SST Meetings

PTA (Principal Reports): General and Executive Board

District Professional Development Days

Director of Categorical Programs (consultations - ongoing)

LCAP Goals (District Leadership - review)

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

1. With a growing number of English Language students, Sandra J. Gallardo Elementary has a need for increased Bilingual Instructional Aide (BIA) support.
2. Increased Parent Coordinator support, because of the large and active parent population,

# 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	%	%	%			1
African American	1.3%	%	%	7	7	5
Asian	29.6%	%	%	163	106	169
Filipino	2.2%	%	%	12	12	7
Hispanic/Latino	5.8%	%	%	32	33	26
Pacific Islander	%	%	%			
White	56.4%	%	%	311	286	259
Multiple/No Response	4.5%	%	%	25	28	30
Total Enrollment				551	552	497

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	68	59	47
Grade 1	72	91	80
Grade 2	82	75	91
Grade3	103	95	79
Grade 4	114	102	99
Grade 5	112	130	101
Total Enrollment	551	552	497

### Conclusions based on this data:

1. Our enrollment has declined over the past two years, but is on an upswing due to recent growth in the community. With the development of nearby apartments and new homes south of Highway 50, we expect our enrollment to increase.
2. Gallardo's EL population is 9.66%. We currently have (3) campus Bilingual Instructional Assistants available to our students.

# 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	42	50	54	7.6%	9.1	10.9
Fluent English Proficient (FEP)	94	44	41	17.1%	8.0	8.2
Reclassified Fluent English Proficient (RFEP)	28	55	35	57.1%	10.0	7.0

### Conclusions based on this data:

1. Our population is diverse with several students whose primary language is not English, and with many students who do not speak English.
2. With the appropriate instruction, support and interventions, our English Learner (EL) population will continue to make progress. (22) of our EL students were reclassified as fluent English proficient (RFEP).

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	110	95	80	106	94	80	106	94	80	96.4	98.9	100
Grade 4	116	102	97	116	101	94	116	101	94	100	99	96.9
Grade 5	113	131	100	111	129	99	111	129	99	98.2	98.5	99
All Grades	339	328	277	333	324	273	333	324	273	98.2	98.8	98.6

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	2495.	2495.	2494.	59	59.57	52.50	24	21.28	31.25	11	10.64	13.75	6	8.51	2.50
Grade 4	2520.	2540.	2550.	47	61.39	62.77	25	19.80	20.21	16	12.87	12.77	11	5.94	4.26
Grade 5	2556.	2574.	2600.	41	45.74	61.62	35	35.66	32.32	16	14.73	4.04	8	3.88	2.02
All Grades	N/A	N/A	N/A	49	54.63	59.34	28	26.54	27.84	15	12.96	9.89	8	5.86	2.93

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	57	54.26	53.75	35	35.11	40.00	8	10.64	6.25	
Grade 4	41	59.41	57.45	43	34.65	40.43	16	5.94	2.13	
Grade 5	44	49.61	59.60	41	43.41	36.36	15	6.98	4.04	
All Grades	47	54.01	57.14	40	38.27	38.83	14	7.72	4.03	

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	49	48.94	36.25	42	42.55	55.00	8	8.51	8.75
Grade 4	47	51.49	52.13	45	40.59	42.55	9	7.92	5.32
Grade 5	47	60.47	70.71	46	34.88	26.26	7	4.65	3.03
All Grades	47	54.32	54.21	44	38.89	40.29	8	6.79	5.49

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	39	45.74	47.50	57	53.19	50.00	5	1.06	2.50
Grade 4	26	42.57	52.13	68	54.46	47.87	6	2.97	0.00
Grade 5	28	31.78	52.53	68	65.12	45.45	5	3.10	2.02
All Grades	31	39.20	50.92	64	58.33	47.62	5	2.47	1.47

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	55	55.32	47.50	39	38.30	47.50	7	6.38	5.00
Grade 4	41	51.49	45.74	53	44.55	52.13	6	3.96	2.13
Grade 5	43	51.16	69.70	52	44.96	29.29	5	3.88	1.01
All Grades	46	52.47	54.95	48	42.90	42.49	6	4.63	2.56

**Conclusions based on this data:**

1. Sandra J. Gallardo's overall ELA achievement breakdown = 87% of standards exceeded / met (leaving 13% nearly met or not met) - We were able to maintain our growth from the previous year. With support, the instruction and assessment overall is strong. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard and i-Ready).
2. Gallardo's ELA area of weakness is Listening. Although listening is the main focus, we will also focus on Reading, Writing and Research/Inquiry for the 2019-2020 instructional year.
3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Gallardo's focus and needs.

# 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	110	95	80	106	95	80	106	95	80	96.4	100	100
Grade 4	116	102	97	116	101	94	116	101	94	100	99	96.9
Grade 5	113	131	100	111	131	99	111	131	99	98.2	100	99
All Grades	339	328	277	333	327	273	333	327	273	98.2	99.7	98.6

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	2502.	2512.	2499.	50	60.00	46.25	37	25.26	37.50	10	12.63	13.75	3	2.11	2.50
Grade 4	2529.	2540.	2544.	36	47.52	53.19	42	36.63	29.79	18	12.87	13.83	3	2.97	3.19
Grade 5	2560.	2582.	2591.	41	58.02	60.61	30	22.14	23.23	21	14.50	12.12	8	5.34	4.04
All Grades	N/A	N/A	N/A	42	55.35	53.85	36	27.52	29.67	17	13.46	13.19	5	3.67	3.30

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	73	76.84	62.50	24	20.00	31.25	4	3.16	6.25
Grade 4	59	62.38	68.09	30	30.69	24.47	11	6.93	7.45
Grade 5	50	65.65	62.63	36	22.90	30.30	14	11.45	7.07
All Grades	60	67.89	64.47	30	24.46	28.57	10	7.65	6.96

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	48	62.11	51.25	45	33.68	46.25	7	4.21	2.50
Grade 4	41	48.51	53.19	51	47.52	36.17	8	3.96	10.64
Grade 5	43	58.02	58.59	46	36.64	35.35	11	5.34	6.06
All Grades	44	56.27	54.58	47	39.14	38.83	8	4.59	6.59

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
<b>Grade 3</b>	60	63.16	58.75	37	35.79	36.25	3	1.05	5.00
<b>Grade 4</b>	51	57.43	56.38	39	39.60	37.23	10	2.97	6.38
<b>Grade 5</b>	35	47.33	53.54	54	45.04	43.43	11	7.63	3.03
<b>All Grades</b>	49	55.05	56.04	43	40.67	39.19	8	4.28	4.76

**Conclusions based on this data:**

1. Sandra J. Gallardo's overall Math achievement breakdown = 86% of standards exceeded / met (leaving 14% nearly met or not met) - this is an increase from 84% the previous school year. With support, the instruction and assessment overall is strong. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard and i-Ready).
2. Math areas of relative weakness (Problem Solving and Modeling/Data). Although problem solving and modeling is the main focus, concepts and procedures and communicating reasoning will also be of focus for the 2019-2020 instructional year.
3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Gallardo's focus and needs.

# 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	*	*	*	*
Grade 1	1512.5	1473.5	1550.9	19
Grade 2	1537.6	1552.7	1522.2	15
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				57

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	*	*			*	*			*
Grade 1	13	68.42	*	*	*	*			19
Grade 2	11	73.33	*	*	*	*	*	*	15
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	39	68.42	13	22.81	*	*	*	*	57

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	*	*	*	*					*
Grade 1	13	68.42	*	*	*	*	*	*	19
Grade 2	12	80.00	*	*	*	*	*	*	15
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	43	75.44	*	*	*	*	*	*	57



<b>Written Language</b> <b>Number and Percentage of Students at Each Performance Level for All Students</b>									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	14	73.68	*	*					19
Grade 2	*	*	*	*	*	*	*	*	15
Grade 3					*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	38	66.67	*	*	*	*	*	*	57

<b>Listening Domain</b> <b>Number and Percentage of Students by Domain Performance Level for All Students</b>							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	15	78.95	*	*	*	*	19
Grade 2	13	86.67			*	*	15
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	45	78.95	*	*	*	*	57

<b>Speaking Domain</b> <b>Number and Percentage of Students by Domain Performance Level for All Students</b>							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	11	57.89	*	*	*	*	19
Grade 2	*	*	*	*			15
Grade 3	*	*					*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	40	70.18	13	22.81	*	*	57

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	*	*			*	*	*
Grade 1	15	78.95	*	*			19
Grade 2	11	73.33	*	*	*	*	15
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	42	73.68	*	*	*	*	57

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	*	*	*	*			*
Grade 1	15	78.95	*	*			19
Grade 2	*	*	*	*			15
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	38	66.67	16	28.07	*	*	57

**Conclusions based on this data:**

1. Students continue to RFEP at Sandra J. Gallardo in large percentages. 22 students were classified RFEP in 2018-2019, an increase of 3 students from the previous year. The majority of these students occurred in 4th grade.
2. Students with English as a Second Language, with a total number of 57, continue to grow at Gallardo. 68.42% of EL learners were at Level 4: Well Developed.

# 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
<b>497</b>	<b>7.4%</b>	<b>10.9%</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	10.9%
Homeless	1	0.2%
Socioeconomically Disadvantaged	37	7.4%
Students with Disabilities	60	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0%
American Indian	1	0.2%
Asian	169	34.0%
Filipino	7	1.4%
Hispanic	26	5.2%
Two or More Races	29	5.8%
White	259	52.1%






### Conclusions based on this data:

1. The students of Sandra J. Gallardo are disproportionately White.
2. There are small percentages of EL (9.66%), homeless (0.2%), socioeconomically disadvantaged (7.4%) and students who have a disability (12.1%).

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. Gallardo's State California Department of Education Dashboard Indicators are in the Blue for both ELA and Math. This is due to the dedication and hard work of all staff members. We continue to work diligently to maintain this performance and improve in all areas.
2. Our 2018-2019 attendance rate was 98.37% with 6 suspensions. Continuous Positive Behavior Intervention Systems (PBIS) activities creating a positive and safe school environment will provide opportunities in maintaining our attendance results. Our suspension rate increased, we will continue to focus on restorative practices, progressive discipline and integration of Positive Behavior Intervention Systems (PBIS) activities.
3. In 2019-2020, Sandra J. Gallardo expect to maintain and/or improve our attendance rate (98%), while lowering our suspension rate.

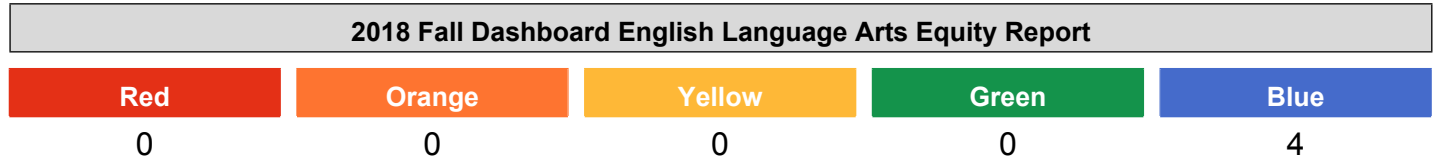
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 79.9 points above standard Increased 10.5 points 269 students	<b>English Learners</b>  Blue 64.1 points above standard Increased 8.6 points 34 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 45.3 points above standard Increased 7.6 points 16 students	<b>Students with Disabilities</b>  Blue 22.6 points above standard Increased 30.9 points 49 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Blue 93.5 points above standard Increased 9.6 points 86 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Hispanic</b>  No Performance Color 66.8 points above standard Maintained 2.8 points 12 students	<b>Two or More Races</b>  No Performance Color 86 points above standard Increased 11 points 12 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 72.3 points above standard Increased 10.3 points 152 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Reclassified English Learners</b> 83 points above standard Maintained -2.8 points 27 students	<b>English Only</b> 79 points above standard Increased 10.9 points 204 students
--	---	--

#### Conclusions based on this data:

- Gallardo maintained its growth from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Child By Name (ECBN) meetings, Systematic Instruction in Phoneme Awareness Phonics and Sight Words (SIPPS), i-Ready and District adopted curriculum to drive our focus and needs.
- Gallardo's staff will participate in District and site Professional Development (PD)s and workshops.

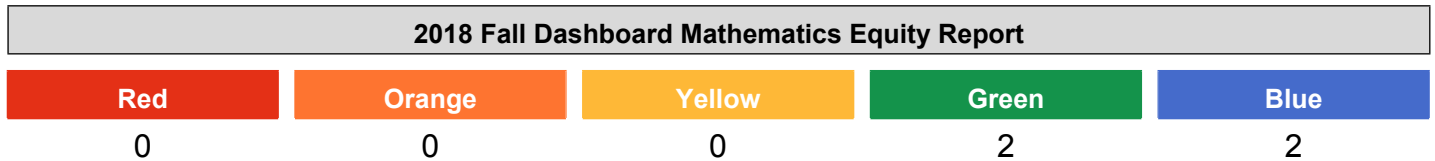
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 61.9 points above standard Maintained -1.4 points 268 students	<b>English Learners</b>  Blue 62.9 points above standard Increased 8.3 points 34 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 25.1 points above standard Declined -9.9 points 16 students	<b>Students with Disabilities</b>  Green 10 points above standard Declined -6.8 points 48 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Blue 86.3 points above standard Increased 4.1 points 86 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Hispanic</b>  No Performance Color 33.7 points above standard Maintained 2.5 points 12 students	<b>Two or More Races</b>  No Performance Color 73.3 points above standard Maintained 1 points 12 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 48.2 points above standard Declined -7.1 points 151 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Reclassified English Learners</b> 71.3 points above standard Declined -10.4 points 27 students	<b>English Only</b> 57.1 points above standard Declined -3.2 points 203 students
--	--	---

#### Conclusions based on this data:

- Gallardo increased by 2% in Math. from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Child By Name (ECBN) meetings, i-Ready and District adopted curriculum to drive our focus and needs.
- Gallardo's students will participate in student interventions, STEM activities, as well as staff participation in District and site PDs and workshops.



# 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
57	68.4%	22.8%	7%	1.8%

### Conclusions based on this data:

1. Sandra J. Gallardo's EL population made progress towards English proficiency at 85.4% from 78.2% the previous year. We will continue to support our students with program monitoring and Bilingual Instructional Assistants (BIA) support. Our English Learner Advisory Committee (ELAC) committee will continue to increase parental partnerships with Gallardo.
2. Academic indicators show our english-language learner (EL) population is receiving the appropriate support: English Language Arts (ELA): 58.1 to 69.4 points and Math: 48 to 63.3 points.
3. Professional development through staff meetings related to english-language learner (EL), specifically designated instruction, will continue.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. We are an elementary school with a K-5 population. This is not a measure that is tracked on the dashboard.

# 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:

Lowest  
Performance



Highest  
Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report











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

All Students	English Learners	Foster Youth
<p>Green</p> <p>2.3% chronically absent</p> <p>Increased 0.6%</p> <p>519 students</p>	<p>Blue</p> <p>0% chronically absent</p> <p>Declined 1.4%</p> <p>60 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Green</p> <p>7.3% chronically absent</p> <p>Declined 4%</p> <p>41 students</p>	<p>Green</p> <p>2.6% chronically absent</p> <p>Maintained 0.2%</p> <p>76 students</p>

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Yellow 3.4% chronically absent Increased 2.4% 176 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
<b>Hispanic</b>  No Performance Color 0% chronically absent Maintained 0% 27 students	<b>Two or More Races</b>  No Performance Color 3.2% chronically absent Maintained 0.2% 31 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  Blue 1.9% chronically absent Maintained 0.2% 269 students

#### Conclusions based on this data:

1. Our 2018-2019 attendance rate was 98.37% with a goal of maintaining or exceeding 98% for the current school year, which meets the district goal. Gallardo will implement the new attendance data program, Attention to Attendance (A2A), to track students' attendance. As a site, we will continue to provide information to families related to attendance and its importance, parental phone calls, face-to-face conversations, implementation of Positive Behavioral Interventions and Supports (PBIS) activities creating a positive and safe school environment which will provide opportunities for students in maintaining/increasing his/her attendance.
2. The principal, office staff and teachers work together in identifying and monitoring chronic tardiness and absences. If needed, the principal will meet with parents to discuss ways the school can assist with the situation. If further assistance is needed, District personnel will intervene and offer support.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

### Conclusions based on this data:

1. We are an elementary school with a K-5 population. This is not a measure that is tracked on the dashboard.

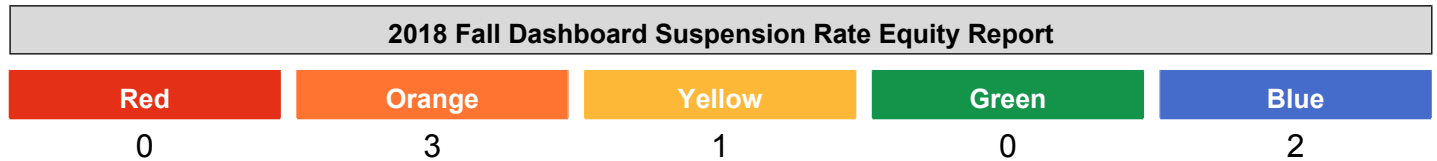
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 0.9% suspended at least once Increased 0.4% 527 students	<b>English Learners</b>  Orange 3.2% suspended at least once Increased 3.2% 62 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3 students	<b>Socioeconomically Disadvantaged</b>  Blue 0% suspended at least once Maintained 0% 41 students	<b>Students with Disabilities</b>  Orange 1.3% suspended at least once Increased 1.3% 76 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1 students	<b>Asian</b>  Orange 1.1% suspended at least once Increased 1.1% 182 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 10 students
<b>Hispanic</b>  No Performance Color 0% suspended at least once Maintained 0% 27 students	<b>Two or More Races</b>  Blue 0% suspended at least once Maintained 0% 32 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 1.1% suspended at least once Maintained 0.1% 270 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0.5% suspended at least once	0.5% suspended at least once	0.9% suspended at least once

#### Conclusions based on this data:

1. Our overall suspension rate increased from (4) suspensions during the 2017-2018 school year, to (6) suspensions in 2018-2019.
2. The continued support of our Behavioral Leadership Team, progressive discipline practices, and the ongoing support of our Positive Behavioral Intervention and Supports (PBIS) team will work together in enhancing and improving our existing practices, during the 2019-2020 school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

## Goal 1

All students will receive instruction from qualified teachers and staff, have access to the curriculum and receive a high quality education and opportunities to participate in enrichment activities.

## Identified Need

Increase instruction through access of high-quality teachers, curriculum, and a well-maintained facility.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Credential Audit	100% appropriately assigned and credentials	Ensure all certificated staff have appropriate credentials. Monitor teacher induction of Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year 1 and 2, and the number of teachers completing program.
1.2 Williams Facility Audit	100% in good repair	100% of school in good or exemplary repair. Gallardo will be a safe, functional and welcoming school environment.
1.3 Access to curriculum	Beginning of year / End-of-year	All materials will be ordered and delivered to classrooms.
1.3 Provide supplemental curriculum and online programs to meet diverse needs of students	100% compliance	Maintain 100% compliance when providing supplemental materials needed to support student achievement.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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



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

All students

Strategy/Activity

Illuminate Data Conference

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6,000

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Development of common assessments based on individual standard needs.

### **Strategy/Activity 2**

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

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

EL students

Strategy/Activity

Bilingual Instructional Assistants (BIA) support for English-Language Learners (EL) students

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Assist teachers in EL student needs and access to core curriculum

LCFF - Supplemental  
3000-3999: Employee Benefits

### **Strategy/Activity 3**

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

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

All students

Strategy/Activity

Provide instructional assistant (IA) training to support our fully included students

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000-2999: Classified Personnel Salaries

#### Strategy/Activity 4

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

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

Tier 2 and 3 students

Strategy/Activity

Extended Day Interventions

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental  
None Specified  
Summer School

LCFF - Supplemental  
None Specified  
Translation/Testing/Lead Teachers

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Provide AR licenses for student learning

General Fund  
4000-4999: Books And Supplies  
Provide Lexia licenses for student learning

#### Strategy/Activity 5

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

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

All

Strategy/Activity

Professional Development for Common Core State Standards (CCSS)

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

All teachers were credentialed and evaluated on a regular basis. They were provided with feedback and support, as well as the necessary coaching to improve practices. Classroom visits, attendance of grade level Professional Learning Community PLC meetings, check-in with aides and assigned teachers, collaboration with Student Support Services site team, were ongoing. The implementation of curriculum and Bilingual Instructional Assistant (BIA) support assisted the learning needs at Gallardo.

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

There were no differences between the intended and actual implementation of the goal.

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 foreseeable changes can be anticipated.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

Students will have access to curriculum, support and enrichment activities with the support of the Positive Behavioral Interventions and Support (PBIS) Team.

## Identified Need

Increase of parent, family and community partnerships to increase student engagement and coherence of school and home life.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Daily Attendance Rates	2018-2019 Attendance: 98.37%	Maintain or Increase attendance to 98%. Decrease chronic absenteeism by 1%
2.4 Suspensions	2018-2019 Suspensions: 6 students	Decrease suspension rate. Monitor system and reports that track bullying incidents and create an annual survey regarding school safety and connectedness for parents, staff, and students.
2.4,5 Campus, Student and Parent Surveys	2018-2019 Healthy Kids, Site and District surveys	Improve student connectedness and parent satisfaction
2.7 Print and digital communication	Increase weekly information and digital outreach through Blackboard Connect, PeachJar, Site web page, Parent Teacher Association (PTA) Facebook Page, Membership Tool Kit, Site Marquee	Increase digital and prints communications and engagement, weekly and targeted by 1%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Positive Behavioral Interventions and Support (PBIS) monthly activities and assemblies (kindness rocks, gator statue, etc.), Atta Gator weekly awards, Positive Postcards, Buddy Bench, Lunch Bunch, Assemblies (Bulldogs Reaching Out, B Street Theater), District guided Kindness Week, Positive Behavioral Interventions and Support (PBIS) conferences, Swamp Supporters

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500

Source(s)

Parent-Teacher Association (PTA)  
None Specified

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Parent engagement activities - Multicultural Night, Fine Arts Mini Experiences (FAME), ELA/Math Curriculum, Science, Technology, Engineering and Math (STEM) Night, Parent Teacher Association (PTA) Executive/General Meetings, etc.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent-Teacher Association (PTA)  
None Specified

### Strategy/Activity 3

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

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

All students

**Strategy/Activity**

School communication and parental outreach

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

LCFF - Supplemental  
 1000-1999: Certificated Personnel Salaries  
 Parent Coordinator - LCAP (3.1, 3.2, 3.3)  
 3.1 Increase family engagement and parent input and the utilization of volunteers.  
 3.2 Increase two-way community partnerships that support student learning.  
 3.3 Increase the efficiency, timeliness and accessibility of District communications

1,036

LCFF - Supplemental  
 3000-3999: Employee Benefits

Parent-Teacher Association (PTA)  
 None Specified

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

5th Grade students

**Strategy/Activity**

PC Pals / Intel

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Donations  
 None Specified

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

Students with excellent attendance, as well as students who are in need of attendance improvement/incentives

#### Strategy/Activity

Attendance awards, parent communication, School Attendance Review Board (SARB) meetings

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Donations  
None Specified

#### Strategy/Activity 6

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

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

All students

#### Strategy/Activity

Student Council, Kids Can Food Drive, Pennies for Patients, Letters to military families, and other community projects.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

#### Strategy/Activity 7

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

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

All students

#### Strategy/Activity

School and Teacher websites, Campus and PTA weekly bulletin notifications, PTA Website, PTA Facebook page

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent-Teacher Association (PTA)

None Specified

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

To meet the goal of, "increase parent and student engagement and provide a safe, healthy, and positive learning environment," Gallardo provided structured recess through the ASSIST sports program, which taught students teamwork and sportsmanship, found alternatives to suspensions, ongoing strategies in building a positive school culture, as well as the continuous implementation of Special Friends, which provides emotional support to our students.

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

There are no differences between the goal and our strategies to meet the goal.

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.

There are no anticipated changes that will be made to this goal.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

## Goal 3

Provide students with quality instruction and support through Professional Learning Communities (PLCs), Site and District Lead Teachers, Professional Developments.

## Identified Need

Integrate literacy and math skills within all content areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.1 Professional Development	Minimum of two days offered through District Go Sign Me Up (GSMU). Gallardo incorporates ongoing learning opportunities through weekly staff meetings, professional developments, and minimum days.	One staff meeting per month is used to implement ELA, Math and all other campus needs. Implementation of PD days to develop state standards, Math, English Language Development (ELD) and Science.
3.2 EL instructional strategies	Guided Language Acquisition Design (GLAD) training and designated ELD professional development (District and Site)	Train all staff in research based EL strategies (i.e., ELA/ELD adoption, Guided Language Acquisition Design (GLAD), etc.)
3.3 Technology training (Google Docs, Sheets, Forms, Classroom)	Tech trainings (District and Site) offerings	(1) Tech Lead Teachers trained, to then train and support campus staff

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

Tier 2 students

## Strategy/Activity

## Extended Day Interventions

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental  
None Specified  
Summer School

LCFF - Supplemental  
None Specified  
Translation/Testing/Lead Teachers

LCFF - Supplemental  
4000-4999: Books And Supplies  
Chrome Books will be used for students in Math

### Strategy/Activity 2

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

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

All students

Strategy/Activity

Instructional materials and lessons will be consistent with the written curriculum, standards, grade-level expectations and state standards as outlined in Common Core State Standards (CCSS).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund  
4000-4999: Books And Supplies

### Strategy/Activity 3

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

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

All students

Strategy/Activity

Provide supplementary funds for materials and/or equipment not only to teach concepts and meet assessed needs of all students, but also to enrich the program. These items may include but are not limited to math manipulatives, consumable workbooks, computer programs, media supplies and print shop materials.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide funds for professional development and Professional Learning Community (PLC) collaboration, as needed, to implement a meaning-centered, thinking math curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

General Fund  
0001-0999: Unrestricted: Locally Defined

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide field trips or other activities to enhance background experiences and promote learning (hands on, experiential and meaningful, tied to real world, multi-sensory).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures

Parent-Teacher Association (PTA)

None Specified

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

Tier 2 students

**Strategy/Activity**

Provide additional programs and support to Long Term English Learners (LTELs) and high-need students.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Provide additional and services during the school year as student academic needs are determined

LCFF - Supplemental  
3000-3999: Employee Benefits

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Provide students with the opportunity to construct their own mathematical understandings from open-ended instructional situations. Students are encouraged to explain their thinking orally, and in writing, thereby building their understanding of mathematics, including Science, Technology, Engineering and Math (STEM) activities.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

Parent-Teacher Association (PTA)

**Strategy/Activity 8**

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

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

All students

**Strategy/Activity**

Integrate math problem-solving activities and math applications into the classroom that can be carried over to other areas of the curriculum and real-life situations, including Mystery Science

Family Math Night and/or Science, Technology, Engineering and Math (STEM) Night will be provided to motivate and educate students on math concepts.

Sandra J. Gallardo will participate in the Mental Math Bowl to help enhance students' abilities to problem solve, as well as improving their skills in all the mathematical strands. Gifted and Talented Education (GATE) and high achieving students may be provided support through math extension activities and supplemental resources.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries
1,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide math support for student learning
	1000-1999: Certificated Personnel Salaries Parent Involvement

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Continue to integrate technology into the math curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

	District Funded
--	-----------------

4000-4999: Books And Supplies

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Provide parents with information about how they can best assist their children in meeting state standards for math proficiency.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

Tier 2 and 3 students

**Strategy/Activity**

Funds will be focused on intervention strategies (Tier II, Tier III) to ensure that all students achieve state grade level standards. These funds will include both materials and teacher salaries.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

18,422

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Offer more intervention programs  
Provide additional programs and support to high need students  
Provide additional interventions and services during the school year as student academic needs are determined

3,350	LCFF - Supplemental 3000-3999: Employee Benefits
1,000	Donations 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Our Leadership Team sent grade level representatives to the Professional Learning Communities (PLC) Institute in February, 2019. This was an in-depth training on how to develop a site Guiding Coalition, as well as meet and engage in professional learning as a team. The team has been able to begin staff professional learning and offer in-depth support. Every Child by Name (ECBN) meetings were held (3) times during the school year, and was an effective way to monitor student progress and needs.

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

There are no differences between the realization of this goal and the strategies designed to meet it.

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.

There are no anticipated changes to this goal.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results (State Priority 4 and 8)

- 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
- 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- 4.3 Ensure English Learners make yearly progress.
- 4.4 Ensure Special Education students make yearly progress.
- 4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
- 4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

## Goal 4

Students will meet or exceed District's targeted growth, using assessment results.

## Identified Need

There is a need for collaboration time and professional developments related to generating pre/post assessments for use when grouping students with homogeneous academic needs and designing targeted instruction through Multi-Tiered System of Supports (MTSS) rotations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.1, 2, 3, 4, 5 iReady assessment results	Spring 2018-2019 assessment results and 2019-2020 initial assessment results	Meet or exceed District target expectations
4.1, 2 CAASPP ELA and Math scores showing an increase in Met Achievement Standards	2018-2019 results: ELA-87% met or exceeded; Math-86% met or exceeded	Maintain current ELA and Math growth or an overall increase of 3%
4.3 ELPAC scores show increased RFEP growth	2018-2019 results and information from Program Monitor. (22) students were RFEPed	Increase in RFEP reclassifications and growth in students who did not meet performance of Level 3.
4. 1, 2, 3, 4, 5 Classroom assessments	August, 2019-2020 assessments	A score of 75% or higher
4.1, 2, 3, 4, 5 SIPPS	August, 2019-2020 assessments	Progression and increase site and District target expectations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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



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

English Language (EL) students

#### Strategy/Activity

Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences.  
Monthly program evaluation and collaboration.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

7,974

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Instructional aides for direct student support and intervention

228

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Program monitoring & collaboration

3,629

LCFF - Supplemental  
3000-3999: Employee Benefits

#### Strategy/Activity 2

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

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

Tier 2 and 3 students

#### Strategy/Activity

Multi-Tiered System of Supports (MTSS) grouping, achievement increased by push-in, pull-out interventions. Interventions that address the needs of students that are at risk of not meeting grade level standards or are below the proficiency level in achievement may be provided during the school day or after school. Materials used shall be research-based in order to supplement student learning. Appropriate intervention materials may be purchased to support interventions.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

4,000

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Chrome Books will be used for students in ELA

5,200

Parent-Teacher Association (PTA)

	Provide AR licenses for student learning
	General Fund 4000-4999: Books And Supplies Provide Lexia licenses for student learning

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

709

#### Source(s)

LCFF - Supplemental  
5700-5799: Transfers Of Direct Costs  
Student scholarships for instructional activities

### Strategy/Activity 4

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

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

Tier 2 and 3 students

#### Strategy/Activity

Provide opportunities for specifically identified students to utilize FLEX Literacy (reading/comprehension) program

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

### Strategy/Activity 5

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

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

All students

**Strategy/Activity**

Every Child By Name (ECBN) conferences

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Ongoing professional developments at Professional Learning Community (PLC) and staff meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
None Specified  
Professional Development

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Activities and services will be provided for all students to succeed in the core curriculum as defined by Common Core State Standards (CCSS).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
General Fund

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Improvement in overall reading and comprehension is a priority. Funds for substitute teachers to allow classroom teachers to participate in trainings and grade level collaboration. Appropriate materials may be purchased to support writing programs, handwriting instruction, vocabulary development, fluency development, comprehension development or other materials necessary for the display or organization of student work to support student improvement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating  
Expenditures  
General Fund

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

Technology is used in the ELA and Math curriculum. Examples may include: Google Classroom, All the Right Type (online keyboarding), PowerPoint, i-Ready, research and report writing, word processing and Read Naturally.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
4000-4999: Books And Supplies  
Chrome Books

## Strategy/Activity 10

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

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

All students

**Strategy/Activity**

Students will participate in activities which will focus on written and oral communication, such as Accelerated Reader, Lexia Core 5, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Student Council. This may include funds for supplies to support these programs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Supplemental materials and/or equipment will be provided to meet the needs of all students and enrich the core program. These items may include but are not limited to computer accessories, literature books, DVDs, laminating film, copier supplies, visual displays, subscriptions, print shop materials, and digital and multimedia resources/accessories

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
General Fund

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

Gifted and Talented Education (GATE) identified students

**Strategy/Activity**

Provide opportunities for enrichment for students who are exceeding grade level standards on standardized assessments, or are identified as Gifted and Talented Education.(GATE).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries  
Professional Development

### Strategy/Activity 13

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

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

All students

Strategy/Activity

Assemblies, field trips and other school-wide activities may be provided to enhance learning experiences to support curriculum

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Donations

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

This goal was monitored for success using the above mentioned assessments. Collaboration time to disaggregate data, Multi-Tiered System of Support (MTSS), shared learning around Response to Intervention (RTI) implementation, grade level Professional Learning Community (PLC) meetings, and scheduled Every Child By Name (ECBN) meetings, assisted in monitoring student growth and progress.

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

There are no differences between the realization of this goal and the strategies designed to meet it.

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.

There are no anticipated changes to this goal.

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,048.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$1,000.00
LCFF - Supplemental	\$48,348.00
Parent-Teacher Association (PTA)	\$10,700.00

Subtotal of state or local funds included for this school: \$60,048.00

Total of federal, state, and/or local funds for this school: \$60,048.00



# 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
- 3 Parent or Community Members

Name of Members	Role
Patricia Graham	Principal
Debbie Herman	Classroom Teacher
Jeanne Cramer	Classroom Teacher
Christina Cook	Classroom Teacher
Tammy Christensen	Parent or Community Member
Maria Kurlinski	Parent or Community Member
Malathy Jaganathan	Parent or Community Member
Silia Blount (non-voting)	Other School Staff Parent or Community Member
Open	Parent or Community Member
Open	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.

## English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Patricia Graham	Principal
Christina Cook	Classroom Teacher
Malathy Jaganathan	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

## 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

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 08/28/19.

Attested:



Principal, Patricia Graham on 08/28/19

SSC Chairperson, Jessica Wallace on 08/28/19

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, 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).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## 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 make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **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.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## 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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## 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 receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# **Sandra J. Gallardo Elementary**

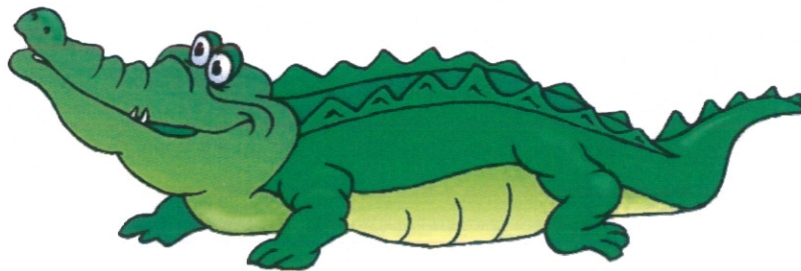
ELAC Meeting

Wednesday, August 28, 2019

3pm-Library

## **Agenda**

- ✓ Approval of minutes from meeting on 5/14/19
- ✓ View and approve Site Plan
- ✓ ELAC





## Sandra J. Gallardo Elementary ELAC

Date: August 28, 2019  
Time: 3:00p.m.  
Location: Gallardo Library

Present:	Patricia Graham	Debra Herman	Tammy Christensen
	Malathy Jaganathan	Jessica Wallace	Jeanne Cramer
	Silia Blount	Christina Cook	Maria Kurlinski

Not Present:

Meeting called to order at 3:02p.m.

**Approval of Minutes:** The minutes from the May 14, 2019 Site Council and ELAC meeting were approved as presented.

**Site Plan:** Mrs. Graham shared some updates made to the Site Plan, including updating the number of students enrolled, and adding information about Coffee and Conversation, the PTA Membership Toolkit, and Swamp Supporters.

**Approval of Site Plan:** Debra Herman moved to approve the Site Plan as amended. Motion was seconded and approved.

**ELAC:** Christina Cook shared that Gallardo has three Bilingual Instructional Aides (BIA) this year. Teachers have been given the BIAs' schedules. There was a discussion about providing more information about English Learners (EL) services in the 2020-2021 registration packets to encourage families who speak a second language at home to denote that on their registration, and possibly having EL as a topic at a PTA General Meeting.

**Proposed meeting date:**

Meeting adjourned at 3:35p.m.

## Sandra J Gallardo Elementary

Site Council Meeting/ELAC Sign in Sheet

August 28, 2019

3:00 pm - Library



Patricia Graham

P. Graham

Jeanne Cramer

Jeanne Cramer

Christina Cook

Christina Cook

Debra Herman

Debra Herman

Tammy Christensen

Tammy Christensen

Maria Kurlinski

Maria Kurlinski

Jessica Wallace

Jessica Wallace

Malathy Jaganathan

J. Nall

Silia Blount (non-voting)

Silia Blount

## 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**

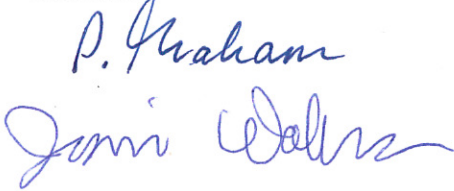

English Learner Advisory Committee

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 08/28/19.

Attested:

Principal, Patricia Graham on 08/28/19

SSC Chairperson, Jessica Wallace on 08/28/19

# **Sandra J. Gallardo Elementary**

SSC/ELAC Meeting

Wednesday, August 28, 2019

3pm-Library

## **Agenda**

- ✓ Approval of minutes from meeting on 5/14/19
- ✓ View and approve Site Plan
- ✓ ELAC





## Sandra J Gallardo Elementary

Site Council Meeting/ELAC Sign in Sheet

August 28, 2019

3:00 pm - Library



Patricia Graham

P. Graham

Jeanne Cramer

Jeanne Cramer

Christina Cook

Christina Cook

Debra Herman

Debra Herman

Tammy Christensen

Tammy Christensen

Maria Kurlinski

Maria Kurlinski

Jessica Wallace

Jessica Wallace

Malathy Jaganathan

J. Nall

Silia Blount (non-voting)

Silia Blount

## Sandra J. Gallardo Elementary School Site Council

Date: August 28, 2019  
Time: 3:00p.m.  
Location: Gallardo Library

Present:	Patricia Graham	Debra Herman	Tammy Christensen
	Malathy Jaganathan	Jessica Wallace	Jeanne Cramer
	Silia Blount	Christina Cook	Maria Kurlinski

Not Present:

Meeting called to order at 3:02p.m.

**Approval of Minutes:** The minutes from the May 14, 2019 Site Council and ELAC meeting were approved as presented.

**Site Plan:** Mrs. Graham shared some updates made to the Site Plan, including updating the number of students enrolled, and adding information about Coffee and Conversation, the PTA Membership Toolkit, and Swamp Supporters.

**Approval of Site Plan:** Debra Herman moved to approve the Site Plan as amended. Motion was seconded and approved.

**ELAC:** Christina Cook shared that Gallardo has three Bilingual Instructional Aides (BIA) this year. Teachers have been given the BIAs' schedules. There was a discussion about providing more information about English Learners (EL) services in the 2020-2021 registration packets to encourage families who speak a second language at home to denote that on their registration, and possibly having EL as a topic at a PTA General Meeting.

**Proposed meeting date:**

Meeting adjourned at 3:35p.m.