

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Theodore Judah Elementary School
<b>Address</b>	101 Dean Way Folsom, CA 95630
<b>County-District-School (CDS) Code</b>	34673306033252
<b>Principal</b>	Sandy Spaulding
<b>District Name</b>	Folsom Cordova Unified School District
<b>SPSA Revision Date</b>	September 5, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	September 19, 2018
<b>Local Board Approval Date</b>	November 1, 2018

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

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## School Vision and Mission

At the Theodore Judah Elementary School, we believe that all children can and will learn. We ensure that all children will reach their academic potential.

## School & Community Profile

Theodore Judah has 647 students enrolled in grades pk - 5. There are 65 English learners, The staff at Theodore Judah works hard to provide a caring atmosphere where students can learn from outstanding professionals who are well trained and highly educated. It is our mission, along with that of the Folsom Cordova Unified School District, to provide excellence in educational programs that carry high expectations for each student's achievement and success. At Theodore Judah we are "proud of our past and committed to our future."

Theodore Judah is proud to offer a magnet program to provide academic rigor and challenge to motivated GATE and other high achieving students in grades 1 - 5. The Academy extends and enriches instruction in Common Core Standards by adding depth and complexity through an integrated exploration of topics and a variety of learning activities. Enrolled students gain a pathway to honors and pre-AP courses at Middle School and High School.

At Theodore Judah we believe that relationships are an important part of a school culture. Theodore Judah has a very active community program where parents, high school students, senior citizens, business people, and faith based organizations spend time volunteering in our classrooms. Many community and government organizations and businesses donate funds and time to our school. Each year Intel awards our school a monetary gift based on volunteer hours to be used primarily for math, science and technology. Junior Achievement of Sacramento also sends volunteers to present interesting lessons to enrich the curriculum for our students. Teachers collaborate together to create CULTURE OF CARING, COMMITMENT AND COMMUNITY AMONG THE STUDENTS AND FAMILIES.

## Stakeholder Engagement

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

Theodore Judah Elementary utilized a variety of outreach efforts to gather input and feedback on the development of the LCAP and SPSA. Meetings have been held with staff multiple times throughout the year. Staff met in Every Child by Name meetings, and in committee discussions. More discussions have been held with parents at the Back to School Coffee, PTO Board and general meetings in the fall as well as the SPSA and ELAC meetings.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	%	%	4		
African American	1.6%	%	%	9		
Asian	37.2%	%	%	215		
Filipino	1.2%	%	%	7		
Hispanic/Latino	13.5%	%	%	78		
Pacific Islander	0.4%	%	%	2		
White	36.7%	%	%	212		
Multiple/No Response	8.8%	%	%	51		
<b>Total Enrollment</b>				578		

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	56		
Grade 1	98		
Grade 2	117		
Grade3	99		
Grade 4	113		
Grade 5	95		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
<b>Total Enrollment</b>	578		

Conclusions based on this data:

1.

# 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				12.3%		
Fluent English Proficient	145			25.1%		
Reclassified Fluent English Proficient	10			16.7%		

Conclusions based on this data:

1.

# 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	99	118	108	99	118	106	99	118	106	100	100	98.1
Grade 4	118	100	121	116	99	121	116	98	121	98.3	99	100
Grade 5	95	125	104	94	120	103	94	120	103	98.9	96	99
All Grades	312	343	333	309	337	330	309	336	330	99	98.3	99.1

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	2469.	2476.	2495.	47	53.39	57.55	18	16.10	20.75	16	15.25	8.49	18	15.25	13.21
Grade 4	2525.	2518.	2549.	54	52.04	61.16	19	23.47	22.31	11	6.12	7.44	16	18.37	9.09
Grade 5	2586.	2550.	2592.	61	50.00	57.28	22	13.33	26.21	7	15.83	8.74	10	20.83	7.77
All Grades	N/A	N/A	N/A	54	51.79	58.79	20	17.26	23.03	12	12.80	8.18	15	18.15	10.00

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	48	41.53	58.10	33	42.37	25.71	18	16.10	16.19	
Grade 4	52	45.36	58.68	30	40.21	31.40	18	14.43	9.92	
Grade 5	53	50.83	56.31	36	29.17	36.89	11	20.00	6.80	
All Grades	51	45.97	57.75	33	37.01	31.31	16	17.01	10.94	

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	51	48.31	52.88	23	35.59	35.58	26	16.10	11.54
Grade 4	52	46.39	56.30	36	37.11	33.61	12	16.49	10.08
Grade 5	68	52.50	69.00	26	28.33	21.00	6	19.17	10.00
All Grades	56	49.25	59.13	29	33.43	30.34	15	17.31	10.53

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	36	33.90	39.62	54	57.63	50.00	10	8.47	10.38
Grade 4	34	38.30	47.11	57	50.00	48.76	9	11.70	4.13
Grade 5	45	41.67	45.63	43	43.33	43.69	13	15.00	10.68
All Grades	38	37.95	44.24	51	50.30	47.58	11	11.75	8.18

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	40	51.69	62.86	43	36.44	26.67	16	11.86	10.48
Grade 4	46	48.45	57.02	40	38.14	38.02	15	13.40	4.96
Grade 5	62	50.00	66.99	35	28.33	27.18	3	21.67	5.83
All Grades	49	50.15	62.01	39	34.03	31.00	12	15.82	6.99

**Conclusions based on this data:**

1. 81 % of our students meet or exceed in reading. 19% nearly met or did not meet proficient in reading.
2. We will focus on listening skills this year as 48% of students scored at nearly met for this claim.
3. We will continue our focus on writing as a long term goal- 33% of students scored at or near for this claim.

# 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	99	118	108	99	118	108	99	118	108	100	100	100
Grade 4	118	100	121	116	99	121	116	99	121	98.3	99	100
Grade 5	95	125	104	94	120	104	94	120	104	98.9	96	100
All Grades	312	343	333	309	337	333	309	337	333	99	98.3	100

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	2479.	2489.	2505.	47	52.54	53.70	21	16.95	20.37	11	20.34	16.67	20	10.17	9.26
Grade 4	2539.	2544.	2542.	55	53.54	52.07	15	21.21	16.53	19	19.19	23.14	11	6.06	8.26
Grade 5	2586.	2551.	2583.	64	47.50	59.62	7	8.33	12.50	16	20.83	16.35	13	23.33	11.54
All Grades	N/A	N/A	N/A	55	51.04	54.95	15	15.13	16.52	16	20.18	18.92	15	13.65	9.61

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	58	56.78	65.74	21	27.12	19.44	21	16.10	14.81	
Grade 4	61	65.66	56.20	22	21.21	23.97	17	13.13	19.83	
Grade 5	65	50.83	63.46	16	15.83	19.23	19	33.33	17.31	
All Grades	61	57.27	61.56	20	21.36	21.02	19	21.36	17.42	

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	52	50.00	56.48	27	39.83	34.26	21	10.17	9.26
Grade 4	58	49.49	53.72	22	37.37	35.54	21	13.13	10.74
Grade 5	61	45.00	60.58	22	33.33	23.08	17	21.67	16.35
All Grades	57	48.07	56.76	24	36.80	31.23	20	15.13	12.01



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	58.47	60.19	27	26.27	25.93	21	15.25	13.89
Grade 4	57	55.56	58.68	28	31.31	28.10	16	13.13	13.22
Grade 5	60	47.50	55.77	27	23.33	29.81	14	29.17	14.42
All Grades	56	53.71	58.26	27	26.71	27.93	17	19.58	13.81

**Conclusions based on this data:**

1. 71% of our students met or exceeded proficient in math.
2. Theodore Judah will be focusing on problem solving as 34% of our students were at or near proficient and 10% below proficient.

# School and Student Performance Data

## CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

Conclusions based on this data:

1.

# School and Student Performance Data

## CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
<b>K</b>				***											
<b>1</b>	27	14		27	29		41	14		5	29			14	
<b>2</b>		12		29	18		29	24		21	47		21		
<b>3</b>	17				17		17	50		33	17		33	17	
<b>4</b>	11			33	17		22	50		11	33		22		
<b>5</b>		10		33	50		67	30			10				
<b>Total</b>	14	8		28	25		34	33		12	29		12	6	

Conclusions based on this data:

1.

# School and Student Performance Data

## CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
<b>K</b>				10	25		30	17		20	42		40	17	
<b>1</b>	33	46		36	31		28	8		3	8			8	
<b>2</b>	13	11		25	17		25	22		19	44		19	6	
<b>3</b>	17				17		17	50		33	17		33	17	
<b>4</b>	27			27	14		18	43		9	29		18	14	
<b>5</b>		13		25	44		50	19		13	13		13	13	
<b>Total</b>	21	18		26	26		28	22		11	23		14	11	

Conclusions based on this data:

1.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Theodore Judah has very few suspensions.
2. Our EL student growth has decreased over the last few years.

# School and Student Performance Data

## Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

### Conclusions based on this data:

1. Chronic absenteeism has not been a problem for most sub groups at Theodore Judah.
2. The school staff will work with district attendance improvement program.

# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. There were a total of 17 suspensions last year.
2. Many of these suspensions were multiple incidents with the same student/perpetrator.

# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
<b>Chronic Absenteeism</b>	N/A	N/A	N/A
<b>College/Career (9-12)</b>	N/A		N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. EL student progress has dropped over the last several years.
2. Staff will be trained to use the Benchmark ELD strategies.



# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### English Language Arts (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. TJ was 46.7 points above 3 overall
2. Socioeconomically disadvantaged students and Hispanic students are 42.9 and 49.2 points below 3.

3. EL students were 4.9 points below 3.

# School and Student Performance Data

## Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### Mathematics (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. TJ students scored 46.7 points above 3 overall.
2. Socioeconomically disadvantaged students scored 47.3 points below three.

3. Hispanic students scored 45,3 points below 3. EL students overall scored 12.3 points above 3.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Statement

Students will increase ELA Scores

### Goal Description

1. Students will show at least one year growth overall in reading scores based on iReady data.
2. Students will demonstrate ability to write constructive responses (grade k) while citing text evidence (grades 1-5). a. Evidence will be through the use of Benchmark unit tests (1 per trimester)

### 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.

### Basis for this Goal

STAR, ELPAC, Benchmark tests, and local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
local assessment, dpa, ELPAC, Benchmark, iReady and Lexia adaptive curriculum	48% of students scored at nearly met for this claim 54% meet or exceeds	40% score nearly met and 55% meet or exceeds

### Planned Strategies/Activities

#### Strategy/Activity 1

Offer more intervention programs

Provide additional programs and support to LTELs and high need students (4.1,1.3,4.6)

Offer PD and staff practice/research on how to increase student interaction in listening and speaking

Use iReady and Lexia (k-2) adaptive curriculum.

Use Benchmark rubrics

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

LTEL and students in the nearly met range

### Timeline

2018-19

### Person(s) Responsible

Sandy Spaulding

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15520
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide additional interventions and services during the school year as student academic needs are determined
<b>Amount</b>	2941
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits

### Strategy/Activity 2

Intervention teacher support (4.6, )

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

All students who scored below met.

### Timeline

September 2018 - May 2019

### Person(s) Responsible

Sandy Spaulding and staff

### Proposed Expenditures for this Strategy/Activity

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher

### Strategy/Activity 3

Professional Development for CCSS 1.4

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

all students

### Timeline

2018-19

### Person(s) Responsible

Sandy Spaulding

### Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	substitutes
Description	Teacher release time will be provided for professional development (3)

### Strategy/Activity 4

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

#### Timeline

#### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Lead Teachers

### Strategy/Activity 5

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

#### Timeline

#### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Subs/Temp/Hourly
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences/Other Services for professional development

### Strategy/Activity 6

Extended Day Interventions 4.6, 3.3

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

all students below met

#### Timeline

2018-19

**Person(s) Responsible**

Principal, Elena Cabrera, intervention staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	None Specified
<b>Description</b>	Summer School
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	None Specified
<b>Description</b>	Translation/Testing/Lead Teachers

**Strategy/Activity 7**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	0001-0999: Unrestricted: Locally Defined
<b>Description</b>	Provide additional interventions and services during the school year as student academic needs are determined



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Statement

EL students will improve scores in ELA and Math as assessed by iReady and CAASPP data

### Goal Description

District Goal 1: Student achievement and Success  
School Goals: High quality direct instruction in ELD and SDAIE

### 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.

### Basis for this Goal

ELPAC results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC and iReady results		

### Planned Strategies/Activities

#### Strategy/Activity 1

Parent Coordinator outreach to parents

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

All students

#### Timeline

September 2018-May 2019

#### Person(s) Responsible

Sandy Spaulding, Parent Coordinator, Elena Cabrera

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	204
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Amount</b>	4930
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Amount</b>	1143
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Amount</b>	2000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	parent support materials, educational books

### Strategy/Activity 2

monthly parent newsletter and update website

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

All students

### Timeline

September 2018-May 2019

### Person(s) Responsible

Principal, Parent Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2107
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent Coordinator - 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.
<b>Amount</b>	475
<b>Source</b>	LCFF - Supplemental

**Budget Reference**

3000-3999: Employee Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Statement

Students will increase math scores

### Goal Description

Students will increase math scores by over one year based on Iready Data.

District Goal 1: Student Achievement and Success

School Goal (s): Focus on High Quality instruction in mathematics in CCSS using data from iReady testing we will be using this data to educational decisions for students that are sound in practice

### 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.

### Basis for this Goal

district math /ela assessments (mid year and summative)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady, CAASPP,	results from spring 2017, fall 2018	increase student reading scores by 3% (CORE)

### Planned Strategies/Activities

#### Strategy/Activity 1

Staff Development workshops (4.2, 4.6) SIPPS for grades k-2

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

ALL k-2 students

#### Timeline

2018-19

#### Person(s) Responsible

Sandy Spaulding

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	None Specified
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Subs/Temp/HourlyMary
<b>Source</b>	None Specified
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	SIPPS Training

### Strategy/Activity 2

GLAD training for teachers k-5

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

all students

#### Timeline

September 2018- May 2019

#### Person(s) Responsible

Sandy Spaulding, Jim Huber, Lead Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	None Specified
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	GLAD training

### Strategy/Activity 3

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

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Subs/Temp/Hourly

### Strategy/Activity 4

additional support

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

ALL students

### Timeline

2018-19

### Person(s) Responsible

Sandy Spaulding

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	None Specified
<b>Description</b>	Summer School
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	None Specified
<b>Description</b>	Translation/Testing/Lead Teachers

### Strategy/Activity 5

Offer more intervention programs  
Provide additional programs and support to LTELS and high need students

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

### Timeline

2018-19

### Person(s) Responsible

Principal and Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15520
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide additional interventions and services during the school year as student academic needs are determined
<b>Amount</b>	2941
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Statement

Students and family members will feel welcomed at the school

### Goal Description

School goal is to increase parent engagement in the school, that parents and students feel welcomed at Theodore Judah. The Healthy Kids Survey and a to be determined end of year survey will be our metric.

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

### Basis for this Goal

volunteer sign ups

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Healthy kids survey and end of year family survey	this is a baseline year	To increase parent involvement, especially for low ses students.

### Planned Strategies/Activities

#### Strategy/Activity 1

BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (4.3,4.4,4.5)

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

#### Timeline

2018-19

## Person(s) Responsible

Principal, Elena Cabrera

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9570
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Instructional Aides for direct student support and intervention
<b>Amount</b>	396
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Program monitoring & collaboration
<b>Amount</b>	2218
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits

## Strategy/Activity 2

Parent outreach and communication

## Students to be Served by this Strategy/Activity

### Timeline

2018-19

## Person(s) Responsible

Principal and Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4089
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent Coordinator - 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
<b>Amount</b>	921
<b>Source</b>	LCFF - Supplemental



**Budget Reference**

3000-3999: Employee Benefits

**Strategy/Activity 3**

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

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

2018-19

**Person(s) Responsible**

Principal and Staff

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

1409

**Source**

LCFF - Supplemental

**Budget Reference**

5700-5799: Transfers Of Direct Costs

**Description**

Student Scholarships for instructional activities

**Strategy/Activity 4**

Offer more intervention programs  
Provide additional programs and support to LTELS and high need students

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

2018-19

**Person(s) Responsible**

Principal and Staff

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

15521

**Source**

LCFF - Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Provide additional interventions and services during the school year as student academic needs are determined

**Amount**

2941

**Source**

LCFF - Supplemental

**Budget Reference**

3000-3999: Employee Benefits

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

School Goals: Focus on High Quality instruction in Common Core Standards utilizing our new Benchmark language series.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer more intervention programs Provide additional programs and support to LTELs and high need students (4.1,1.3,4.6)		Provide additional interventions and services during the school year as student academic needs are determined  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15520  3000-3999: Employee Benefits LCFF - Supplemental 2941	
Intervention teacher support (4.6, )		Teacher 1000-1999: Certificated Personnel Salaries	
Professional Development for CCSS (3.1)		Lead Teachers 1000-1999: Certificated Personnel Salaries	
EI Intervention Teacher iLit training (4.6)		Lead Teachers 1000-1999: Certificated Personnel Salaries	
Teacher release time will be provided for professional development (3)		Teacher Subs/Temp/Hourly 1000-1999: Certificated Personnel Salaries  Conferences/Other Services for professional development 5000-5999:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Services And Other Operating Expenditures	
Extended Day Interventions 4.6, 3.3		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
iLit training and support for interventions and CDEL(3)		Provide additional interventions and services during the school year as student academic needs are determined 0001-0999: Unrestricted: Locally Defined LCFF - Base	

## Analysis

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

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

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

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



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent outreach and school communication		Parent Coordinator - 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  2000-2999: Classified Personnel Salaries LCFF - Supplemental 2107  3000-3999: Employee Benefits LCFF - Supplemental 475	
Offer more intervention programs Provide additional programs and support to LTELS and high need students		Provide additional interventions and services during the school year as student academic needs are determined  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15521  3000-3999: Employee Benefits LCFF - Supplemental 2941	

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

District Goal 1: Student Achievement and Success  
 School Goal (s): Focus on High Quality instruction in mathematics in CCSS using data from iReady testing we will be using this data to educational decisions for students that are sound in practice

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Development workshops (4.2, 4.6)		Teacher Subs/Temp/Hourly Mary 1000-1999: Certificated Personnel Salaries	
Utilizing California State Sacramento for CCSS		Stephanie Biagetti 5800: Professional/Consulting Services And Operating Expenditures	
Using data to support students that need extra support. Making sure that they are getting support through extended intervention and intervention teachers			
Staff Development workshops		Teacher Subs/Temp/Hourly 1000-1999: Certificated Personnel Salaries	
Extended Day Interventions		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
Offer more intervention programs Provide additional programs and support to		Provide additional interventions and services during the	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
LTELS and high need students		school year as student academic needs are determined  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15520  3000-3999: Employee Benefits LCFF - Supplemental 2941	

## Analysis

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

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

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

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



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF - Supplemental 921	
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities		Student Scholarships for instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 1409	
Offer more intervention programs Provide additional programs and support to LTELS and high need students		Provide additional interventions and services during the school year as student academic needs are determined  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15521  3000-3999: Employee Benefits LCFF - Supplemental 2941	

## Analysis

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

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

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	101,308	14,462.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	86,846.00
None Specified	9,000.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	54,161.00
2000-2999: Classified Personnel Salaries	20,696.00
3000-3999: Employee Benefits	13,580.00
4000-4999: Books And Supplies	2,000.00
5700-5799: Transfers Of Direct Costs	1,409.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,161.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,696.00
3000-3999: Employee Benefits	LCFF - Supplemental	13,580.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,409.00
None Specified	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	None Specified	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	2,000.00

# Expenditures by Goal

Goal Number	Amount
Goal 1	25,461.00
Goal 2	10,859.00
Goal 3	22,461.00
Goal 4	37,065.00



# 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
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Janice Silva	Classroom Teacher
Swati Patel	Classroom Teacher
Elizabeth Ostdiek	Other School Staff
Kelly Wittman	Classroom Teacher
Emily Hagen	Other School Staff
Randy Freeman	Parent or Community Member
Sandy Spaulding	Principal
Shobana Mahalingam	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
Sandy Spaulding	Principal
Elizabeth Ostdiek	Other School Staff
Janice Silva	Classroom Teacher
Emily Hagen	Other School Staff
Shobana Mahalingam	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**

English Learner Advisory Committee

Gifted and Talented Education Program 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 9/19/2018.

Attested:

Principal, Sandy Spaulding on 9/19/2018

SSC Chairperson, Emily Hagen on 9/19/2018

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

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

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

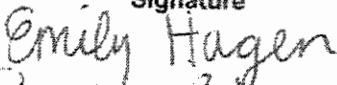
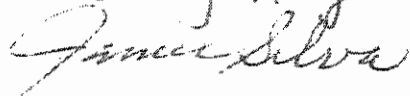
# Recommendations and Assurances

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 Single 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
	Gifted and Talented Education Program 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 9/19/2018.

Attested:



Principal, Sandy Spaulding on 9/19/2018

SSC Chairperson, Emily Hagen on 9/19/2018

# 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
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Janice Silva	Classroom Teacher
Swati Patel	Classroom Teacher
Elizabeth Ostdiek	Other School Staff
Kelly Wittman	Classroom Teacher
Emily Hagen	Other School Staff
Randy Freeman	Parent or Community Member
Sandy Spaulding	Principal
Shobana Mahalingam	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 ELAC Members	Role
Sandy Spaulding	Principal
Elizabeth Ostdiek	Other School Staff
Janice Silva	Classroom Teacher
Emily Hagen	Other School Staff
Shobana Mahalingam	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 Single 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.

# Theodore Judah Site Council Meeting

September 19, 2018

2:45 pm, Rm 10 (Mrs. Patel's room)

## Agenda

- Welcome
- Introduction and vote on members
- Review of September 5 meeting minutes
- ~~Approval of Site Plan and Safety Binder~~

# Theodore Judah Site Council Sign-In Sheet

September 5, 2018  
19

Sandy Spaulding Sandy Spaulding/Principal  
Sandy Hanavan Sandy Hanavan/Parent Coordinator  
Janice Silva Janice Silva/Academy Teacher  
Swati P. Patel Swati Patel/Academy Teacher  
~~Stephanie Hammer/ Core Teacher-~~  
Kelly Wittman Kelly Wittman/ Core Teacher  
Emily Hagen Emily Hagen/Intervention Teacher  
Randy Freeman Randy Freeman/Parent  
Michele Willis Michele Willis/Parent  
Rekha Divakaran Rekha Divakaran/Parent  
Shobana M. Shobana Mahalingam/Parent  
Leena Bhatt Leena Bhatt/Parent  
Other  
Other

Theodore Judah Site Council Meeting Minutes

September 19, 2018

Review of Site Plan and Safety Binder

Mrs. Spaulding opened the meeting at 2:45 p.m.

Mrs. Spaulding reviewed the Site plan and changes made. She reviewed how the team had arrived at the overarching goals for the school. There were no questions from the members.

Mrs. Spaulding reviewed the Safety Plan, its contents and what is changed yearly. Members approved the updated Safety Plan binder.

The meeting adjourned at 3:20 p.m.