

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.

School Name	Gateway Elementary School
Address	501 South Gateway Blvd. Ridgecrest, CA 93555
County-District-School (CDS) Code	15-73742-6110712
Principal	Margaret H. Bergens
District Name	Sierra Sands Unified School District
SPSA Revision Date	November 2018
Schoolsite Council (SSC) Approval Date	December 17, 2018
Local Board Approval Date	January 17, 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

VISION

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

MISSION

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school, community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best "self".

School Profile

Gateway Elementary School opened in August 1992 and currently has 420 students. There are two SDC preschool classes. Gateway School has a full-time school counselor. We have Student Support Teams which provide an opportunity for teachers and parents to examine resources available to students and families. Working with the teacher and family, the team develops a plan of assistance in meeting both academic and social needs. Gateway School has limited access to a district nurse and a full time vocal vision speech and language therapist. District psychologists are available to conduct testing on a referral basis if preliminary screening warrants it.

Gateway Elementary is one of six elementary schools within the Sierra Sands Unified School District

Gateway Elementary School has teacher leaders and classified support staff who instill positive attitudes and values to students and provide critical skills that enable them to be responsible citizens. Gateway School is proud of its collaborative leadership that has been the basis of decision making. The staff utilizes a problem-solving model for decision making in all aspects of planning and organization of the school. This process is utilized in developing and refining the discipline policies, disaster plans, technology plans, and other school improvement efforts. The team is dedicated to the idea that the education of our students involves the interaction of all others and works jointly with parents and the larger school community. The organizational structure includes a school site council of 10 members, an English Language Advisory Council, and a PTO board. These three groups provide the major input into Gateway's

programs and areas related to the school. Parents and other members of the community are encouraged to become involved with a variety of school activities including Back-to-School Night, Open House, parent-teacher conference days, and assemblies. The School Site Council plays an advisory role in planning the school's improvement program. The PTO organizes many activities and supports the mission of the school. Community groups play an active role in supporting the school. Many community resources provide the school with special help. The school benefits regularly from activities provided by the Kiwanis Club, Maturango Museum docents, and the Indian Wells Valley Concert Association. Parent volunteers assist with Junior Olympics and participate in the annual Kiwanis Walk-A-Thon. In addition, many classroom volunteers help classroom teachers. These groups work together to assist school leadership and staff in providing additional activities and support for the school.

The staff at Gateway Elementary School continues to provide the best educational opportunities possible for all of its students and feels the most important learning activities take place in the classroom. To provide excellent classroom instruction, teachers set high expectations, both academically and behaviorally. Universal expectations are posted in each classroom stating expected behaviors. There are also expectations posted in the library, restrooms, cafeteria and office. Each teacher has established a parent communication plan. The school has a Parent-Student folder which contains not only general school information but also playground standards and behavior. Noon duty supervisors are provided with classroom rules and game rules as well. The purpose of these rules and regulations is to assure that students have the opportunity to obtain an excellent education. Students are not only accountable for behavior but for rigorous classroom expectations in each subject area. Teachers work together at grade level to set a standard of achievement. Classroom teachers follow the district-adopted curriculum and utilize the district-adopted textbooks and materials. All students in K-5 are administered district benchmark assessments.

Gateway students and staff participate in numerous opportunities for rewards and incentives for behavior. In addition to each classroom teacher providing periodic reports to parents on behavior. Students receive recognition for participation in the Kiwanis Walk-A-Thon, the Presidential Academic Fitness Program, Presidential Academic Awards, and Junior Olympics at both the site and city levels, and the school basketball program. Monthly award assemblies recognize students for academic achievement and excellent behavior. Third through fifth grade students are recognized each trimester with Kevin McCarthy Awards, Gateway was recognized as a Gold Ribbon and Title I Achieving School in 2016-17.

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

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2018:

Back to School Night- Welcome student, parents, and teachers back to school.

Title 1 Parent Involvement- Our Gateway community is informed about the services provided with Title 1 funds such as the Title 1 interventions specialist, collaborations, interventions, computer lab paraprofessional, and parent involvements such as volunteers, Family Nights, and Positive Behavior Intervention Supports Rewards.

Parent Teacher Organization meeting that discusses ways for parents to become active members for the school and students.

September 2018:

School Site Council Training
Grade Level Collaboration

October 2018:

School Site Council- first meeting after elections

Grade Level Collaboration- Each grade level participates in a Child Study meeting where data is collected on each students academics, social-emotional learning is discussed with the school counselor, and Student Assistance Team planning is articulated among all grade-level partners.

November 2018:

School Site Council- draft of the Single Plan for Student Achievement.

Grade Level Collaboration

December 2018:

School Site Council- finalize Single Plan for Student Achievement

English Language Advisory Committee

Grade Level Collaboration

January 2019

School Site Council- Safety Plan and 2018 California Dashboard data

Grade Level Collaboration- Present the California Dashboard data of our school

February 2019:

Grade Level Collaboration-

April 2019:

School Site Council- draft of Title 1 Parent Survey

Grade Level Collaboration

May 2019:

School Site Council- analyze data of Title 1 Parent Survey and disseminate information to the Gateway stakeholders.

Report on the progress of student achievement.

Grade Level Collaboration

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	1.4%	1.2%	1.01%	6	5	4
African American	5.7%	5.3%	5.03%	24	22	20
Asian	3.8%	3.1%	1.26%	16	13	5
Filipino	1.0%	1.5%	0.75%	4	6	3
Hispanic/Latino	25.1%	26.0%	28.39%	106	108	113
Pacific Islander	0.5%	0.2%	0.25%	2	1	1
White	57.7%	56.1%	54.52%	244	233	217
Multiple/No Response	5.0%	0.0%	0.25%	21	0	1
Total Enrollment				423	415	398

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		75	68
Grade 1		83	63
Grade 2		55	85
Grade 3		64	54
Grade 4		69	60
Grade 5		69	68
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		415	398

Conclusions based on this data:

1. Asian American student group has decreased 2.54 % or 11 students from 2015-16 to 2017-18. Enrollment is based upon where the student's school zone. The Office Manager verifies the student's address when the parents enroll their students.
2. White student group has decreased 3.18% or 27 students from 2015-16 to 2017-18
3. Hispanic/Latino student group has increased 3.29 % or 7 students from 2015-16 to 2017-18.

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	30	34	23	7.1%	8.2%	5.8%
Fluent English Proficient (FEP)	8	5	6	1.9%	1.2%	1.5%
Reclassified Fluent English Proficient	2	3	7	8.0%	10.0%	20.6%

Conclusions based on this data:

1. Gateway's enrollment for English Learner has decreased in the last three school years. This could be due to the limited housing available in the school's zone and families are not transient.
2. Since the number of English Learners are decreasing, this is in direct correlation to the number of Fluent English Proficient students.
3. The Reclassified Fluent English Proficient students are increasing due to targeted English Learner lessons are designed during grade-level collaboration.

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	58	65	59	57	65	59	57	65	59	98.3	100	100
Grade 4	68	70	64	68	70	62	68	70	62	100	100	96.9
Grade 5	76	69	65	74	68	64	74	68	64	97.4	98.6	98.5
All Grades	202	204	188	199	203	185	199	203	185	98.5	99.5	98.4

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	2395.	2425.	2436.	14	26.15	28.81	11	20.00	23.73	32	26.15	28.81	44	27.69	18.64
Grade 4	2456.	2447.	2473.	18	10.00	30.65	31	25.71	19.35	21	28.57	19.35	31	35.71	30.65
Grade 5	2492.	2487.	2470.	23	14.71	6.25	23	33.82	28.13	20	25.00	25.00	34	26.47	40.63
All Grades	N/A	N/A	N/A	19	16.75	21.62	22	26.60	23.78	24	26.60	24.32	36	30.05	30.27

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	14	23.08	32.20	42	40.00	44.07	44	36.92	23.73	
Grade 4	24	14.29	38.71	50	60.00	35.48	26	25.71	25.81	
Grade 5	22	8.82	14.06	43	69.12	50.00	35	22.06	35.94	
All Grades	20	15.27	28.11	45	56.65	43.24	35	28.08	28.65	

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	9	32.31	28.81	54	33.85	44.07	37	33.85	27.12
Grade 4	18	15.71	22.58	56	55.71	43.55	26	28.57	33.87
Grade 5	30	26.47	17.19	38	47.06	51.56	32	26.47	31.25
All Grades	20	24.63	22.70	49	45.81	46.49	32	29.56	30.81

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	14	26.15	20.34	70	58.46	66.10	16	15.38	13.56
Grade 4	15	10.00	25.81	69	62.86	66.13	16	27.14	8.06
Grade 5	19	13.24	4.69	58	64.71	70.31	23	22.06	25.00
All Grades	16	16.26	16.76	65	62.07	67.57	19	21.67	15.68

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	9	27.69	27.12	51	40.00	61.02	40	32.31	11.86
Grade 4	13	11.43	19.35	62	64.29	51.61	25	24.29	29.03
Grade 5	30	20.59	14.06	47	50.00	45.31	23	29.41	40.63
All Grades	18	19.70	20.00	53	51.72	52.43	29	28.57	27.57

Conclusions based on this data:

1. 3rd grade English Language Arts/Literacy Achievement of students who "Met" standards in 2016-17 and 2017-2018; there was an increase of 6.39% for students "Meeting" standards. This increase can be in direct correlation to weekly grade level collaborations and interventions created.
2. 4th grade English Language Arts/Literacy Achievement of students who "Met" standards in 2016-17 and 2017-18; there was an increase of 14.29% for students "Meeting" standards.
3. 5th grade English Language Arts/Literacy Achievement of students who "Met" standards in 2016-17 and 2017-18; there was an decrease of 14.14% for students "Meeting" standards.

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	58	65	59	58	65	59	58	65	59	100	100	100
Grade 4	68	70	64	68	70	62	68	70	62	100	100	96.9
Grade 5	76	69	65	74	68	64	74	68	64	97.4	98.6	98.5
All Grades	202	204	188	200	203	185	200	203	185	99	99.5	98.4

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	2385.	2424.	2435.	3	16.92	13.56	19	21.54	33.90	24	33.85	35.59	53	27.69	16.95
Grade 4	2462.	2449.	2467.	13	7.14	12.90	22	22.86	27.42	46	42.86	37.10	19	27.14	22.58
Grade 5	2487.	2478.	2480.	16	14.71	10.94	18	13.24	20.31	32	33.82	31.25	34	38.24	37.50
All Grades	N/A	N/A	N/A	12	12.81	12.43	20	19.21	27.03	35	36.95	34.59	35	31.03	25.95

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	9	24.62	27.12	36	44.62	55.93	55	30.77	16.95	
Grade 4	19	15.71	24.19	43	41.43	38.71	38	42.86	37.10	
Grade 5	20	17.65	15.63	35	25.00	35.94	45	57.35	48.44	
All Grades	17	19.21	22.16	38	36.95	43.24	46	43.84	34.59	

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	7	26.15	20.34	41	50.77	57.63	52	23.08	22.03
Grade 4	19	8.57	20.97	46	48.57	43.55	35	42.86	35.48
Grade 5	16	16.18	4.69	49	44.12	54.69	35	39.71	40.63
All Grades	15	16.75	15.14	46	47.78	51.89	40	35.47	32.97

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	5	18.46	20.34	52	53.85	50.85	43	27.69	28.81
Grade 4	22	11.43	17.74	38	50.00	51.61	40	38.57	30.65
Grade 5	19	7.35	10.94	38	57.35	51.56	43	35.29	37.50
All Grades	16	12.32	16.22	42	53.69	51.35	42	33.99	32.43

Conclusions based on this data:

1. 3rd grade Math Achievement of students who "Met" standards in 2016-17 and 2017-18; there was an increase of 9% for students "Meeting" standards. This increase can be in direct correlation to weekly grade level collaborations and interventions created.
2. 4th grade Math Achievement of students who "Met" standards in 2016-17 and 2017-18; there was an increase of 10.32% for students "Meeting" standards.
3. 5th grade Math Achievement of students who "Met" standards in 2016-17 and 2017-18; there was an increase of 3.3% for students "Meeting" standards.

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	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				26

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	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*			*
Grade 4			*	*					*
Grade 5	*	*	*	*					*
All Grades	11	42.31	12	46.15	*	*			26

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	*	*							*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	23	88.46	*	*					26

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*	*	*	*
Grade 1			*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3					*	*	*	*	*
Grade 4					*	*			*
Grade 5	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	26

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	16	61.54	*	*	*	*	26

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	24	92.31	*	*			26

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	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5			*	*			*
All Grades	*	*	16	61.54	*	*	26

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			*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	17	65.38	*	*	26

Conclusions based on this data:

1. EL enrollment numbers are too low to generate data by grade level.
2. Over 88% of all students tested are scoring Performance Level 3 or 4 overall. Students are making progress each year.
3. Based on site level data during designated English language development emphasis will be placed on written language and skills needed to pass ELA benchmarks.

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
398	64.1%	5.8%	0.5%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	5.8%
Foster Youth	2	0.5%
Homeless	10	2.5%
Socioeconomically Disadvantaged	255	64.1%
Students with Disabilities	24	6.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	5.0%
American Indian	4	1.0%
Asian	5	1.3%
Filipino	3	0.8%
Hispanic	113	28.4%
Two or More Races	34	8.5%
Pacific Islander	1	0.3%
White	217	54.5%






Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
2. English learners will be monitored and provided support to ensure re-designation by fifth grade.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Suspension Rate (K-12) for All Student performance is orange. The status is medium and the change level has increased. The current status 2016-17 Suspension Rate is 1.5%. The change difference between 2016-17 Suspension Rate and 2015-16 Suspension Rate is 0.9%. The number of students suspended in 2016-17 was seven.
2. In the Suspension Rate (K-12) there are 4 student groups. The Socioeconomically Disadvantaged student group is in the red performance level. This student group had the highest number of students enrolled compared to the other three student groups.
3. There are three student groups (Socioeconomically Disadvantaged, Hispanic and White) for English Language Arts and Math. Two of the student groups are yellow.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 7.2 points below standard Increased 7.3 points 171 students	<p>English Learners</p>  No Performance Color 44.5 points below standard Declined -11.9 points 13 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 29 points below standard Increased 11.6 points 99 students	<p>Students with Disabilities</p>  No Performance Color 27.3 points below standard Increased 65.4 points 11 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.8 points below standard Increased 5.9 points 49 students	 No Performance Color 16.4 points below standard Increased 6 points 15 students	 No Performance Color 0 Students	 Green 6 points above standard Increased 14.1 points 95 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9 students	Less than 11 Students - Data Not Displayed for Privacy 4 students	4.1 points below standard Increased 8.2 points 156 students

Conclusions based on this data:

1. There was an increase of 7.3 points in the All Student Group. This places the All Student Group in the yellow zone.
2. The White Student Group is in the green zone. Change-Difference between current status and prior status is 14.1 and Distance from level 3 is 6.
3. The distance from level 3 for Students with Disabilities -27.3 The prior status average distance from level 3 was -92.7

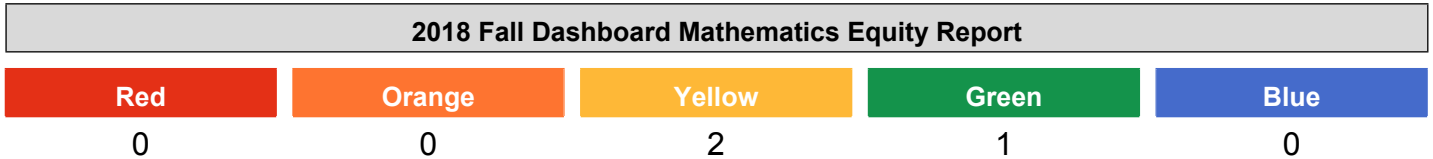
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>21.4 points below standard</p> <p>Increased 8.9 points</p> <p>171 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>18.5 points below standard</p> <p>Increased</p> <p>17.9 points 13 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>40.9 points below standard</p> <p>Increased 14 points</p> <p>99 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>50.5 points below standard</p> <p>Increased</p> <p>71.5 points 11 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.3 points below standard Increased 5.6 points 49 students	 No Performance Color 9.9 points below standard Increased 4.3 points 15 students	 No Performance Color 0 Students	 Green 18.9 points below standard Increased 11.7 points 95 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9 students	Less than 11 Students - Data Not Displayed for Privacy 4 students	20.7 points below standard Increased 8.6 points 156 students

Conclusions based on this data:

1. The All Students (School Placement) is green along with the White Student Group. The current status average distance from level 3 is -21.4 compared to the prior year of -30.3
2. English Learners current state average distance from level 3 is -18.5 compared to the prior year of -36.4 This decrease can be based upon intense interventions.
3. The Students with Disabilities distance from level 3 is -50.5 compared to the prior year of -122 This decrease can be contributed to intense interventions created in grade-level collaborations.

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
26	42.3%	46.2%		

Conclusions based on this data:

1. The Suspension Rate is high for English Learners due to one student was suspended in 2017-18 compared to zero students suspended in 2016-17.
2. English Learners is in the Low Status as they are -44.5 points from the Distance of 3. This mark increased from the prior year when the distance from level three was -32.5. The students are in school but not increasing in English Language Arts skills.
3. English Learners is in the Medium Status as they are -18.5 points from the Distance of 3. This mark declined by 17.9 points. The students are increasing in Mathematics skills.

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. Graduation Indicator not applicable to this school since Gateway is an elementary site.

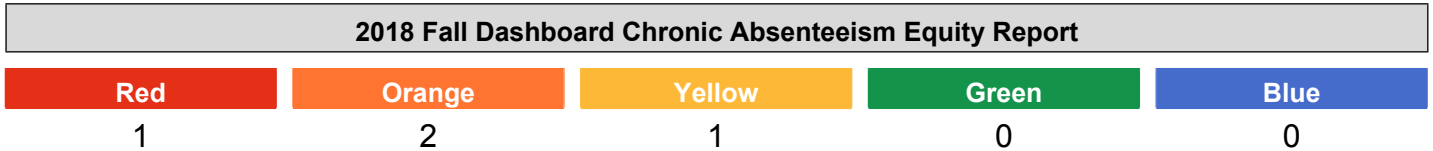
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 No Performance Color	 No Performance Color
13.6% chronically absent	7.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.3%	Declined 1.2%	5 students
434 students	27 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
53.8% chronically absent	17.6% chronically absent	15.8% chronically absent
Increased 3.8%	Maintained 0.3%	Declined 8.7%
13 students	289 students	38 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.6% chronically absent Declined 19.7% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.3% chronically absent Increased 1.5% 129 students	 No Performance Color 11.1% chronically absent Increased 0.8% 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Red 13.4% chronically absent Increased 4.3% 231 students

Conclusions based on this data:

1. The White Student Group has increase significantly 4.3%. The Status Level remains high.
2. The Homeless Student Group is based upon 13 students. However, half of this student group is chronically absent.
3. The Students with Disabilities Student Group has declined 8.7% but the Status Level remains high.

School and Student Performance Data

Academic Engagement Graduation Rate

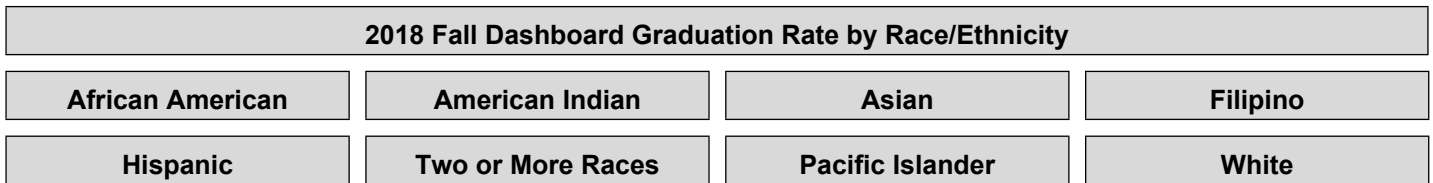
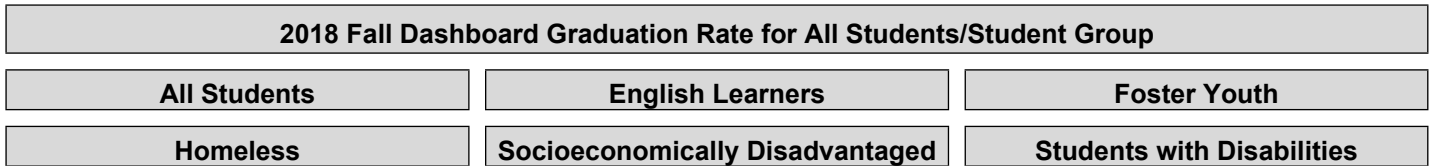
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

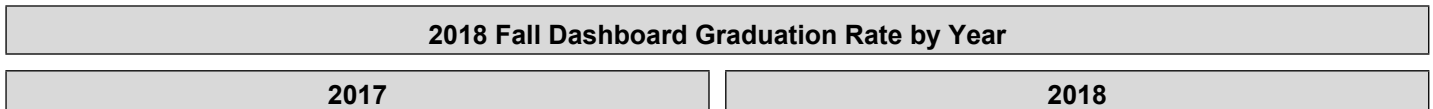
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. Graduation Indicator not applicable to this school since Gateway is an elementary site.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance







This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report











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

All Students	English Learners	Foster Youth
 Orange 2.9% suspended at least once Increased 1.3% 456 students	 No Performance Color 3.4% suspended at least once Increased 3.4% 29 students	 No Performance Color Less than 11 Students - Data Not 7 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0% suspended at least once Declined -5.9% 22 students	 Red 3.3% suspended at least once Increased 2.1% 305 students	 Orange 2.6% suspended at least once Increased 2.6% 39 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4% suspended at least once Increased 4% 25 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3% suspended at least once Increased 3% 135 students	 No Performance Color 2.6% suspended at least once Declined -0.9% 39 students	 No Performance Color Less than 11 Students - Data 1 students	 Yellow 2.5% suspended at least once Maintained 0.1% 241 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.7% suspended at least once	1.5% suspended at least once	2.9% suspended at least once

Conclusions based on this data:

1. The White suspension rate is (yellow) Medium Performance. The Status level is medium and the Change level has maintained by 0.1% The number of students suspended in 2016-17 was six student with an enrollment of 255. The number of students suspended in 2017-18 were six students with an enrollment of 241. In 2017 the enrollment is 255 and suspension has increased 1.6%
2. English Learners' suspension rate is (none) Highest Performance. The Status level is high and the Change level has increased. The number of students suspended in 2016-17 were zero students with an enrollment of 37. The number of students suspended in 2017-18 was one with an enrollment of 29. With one students being suspended in the current school, this is a direct reflection of an
3. The Socioeconomically Disadvantage status level is high. Change level has increase significantly. The number of students suspended in 2016-17 were three students with an enrollment of 248. The number of student suspended in 2017-18 were ten students with an enrollment of 305. The change difference was 2.1%. The increased number of students suspended can be viewed by the increase of enrollment.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

State Priority #2-State Standards (Conditions of Learning); #4-Pupil Achievement (Pupil Outcomes); #7-Course Access (Conditions of Learning)

Goal Statement

Provide a rigorous academic program which promises college and career readiness.

LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey Implementation Rubric (Scale 1-4)	2017: Level 3 in ELA/ELD and 3 in math	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math
3rd-5th, 6-8th, 11th grade CAASPP Assessments	2017 CAASPP Data: 3rd ELA: 53% 3rd Math: 47% 4th ELA: 48% 4th Math: 39% 5th ELA: 32% 5th Math: 29%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Planned Strategies/Activities

Strategy/Activity 1

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies, personnel).

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Ink and toner for copy machines, printers, and FAX machine
Amount	2500.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Copy paper for office machines (cardstock, colored paper \$500) 6 cases of copy paper per month (total 60 cases)
Amount	1,314.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Front office supplies (cume folders- \$55/100 in a case, envelopes, stamps,) Administrator's supplies \$814
Amount	4000.00
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Print Shop/Multilith Copies
Amount	3000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Warehouse Orders for Classroom Supplies (\$150 each for 16-teachers, 1-RSP, 2.5-Preschool teachers, \$75 1-counselor)
Amount	500.00
Source	General Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified personnel to attend staff meetings or assist the admin. for communication and service to the students.
Amount	700.00

Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Nurse's office supplies (bandages, ice baggies, gloves, tongue depressors, etc.)
Amount	200.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Library supplies
Amount	500.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Computer Lab supplies (head phones, mice, batteries, etc.)
Amount	100.00
Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Classified personnel to attend staff meetings or assist the admin. for communication and service to the students.

Strategy/Activity 2

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, and Department Chairs (secondary)

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Orton Gillingham materials possible replacements:(sand trays, blending boards, multi-sensory classroom kits, IMSE OB workbooks, phoneme grapheme card packs, sensational sand lavender/black or green/blue or tangerine/green, the Syllable Division Book, Box of 12 green or red crayons, capital alphabet cards, combo board chalk/white board, hand-held erase boards, SWIFT Reading Manipulation Cards-Digital Download,

SWIFT Flashcards and Assessments-Digital Download, SWIFT Reading Readers and Running Records-Digital Download, Activities for Fluency books, Content-Area Vocabulary level books for mathematics or vocabulary, Tactile Alphabet Sandpaper letters, Daily Word Ladders books, Explode the Code Primer packs) workbooks and packets.

Strategy/Activity 3

3. GATEWAY Strategy: Implement site technology plan to maintain and replace technology to support substantial implementation of Common Core State Standards.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Technology (6-teacher computers for Pod B, 12- teacher printers (copy-scanner-printer); blue tooth pens, projectors, projector bulbs, digital document cameras, Chromebooks, etc.) orders to maintain or replace technology infrastructure.

Strategy/Activity 4

4. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal and projects teacher

Proposed Expenditures for this Strategy/Activity

Amount	113,917.00
Source	Title I Part A: Site Assigned ESSA Teacher
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	site assigned project teacher salary and benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

State Priority #5-Pupil Engagement (Engagement); #6-School Climate (Engagement); #8- Other Pupil Outcomes (Pupil Outcomes)

Goal Statement

Maximize student engagement and achievement.

LCAP Goal

Maximize student engagement and achievement.

Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 94.9%; Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%
2016-17 Suspension Rate	2016-17 Suspension Rate 1.5%	Decrease/Maintain Suspension rate by 1%
California Healthy Kids Survey	Fall 2017 Survey Summary: 41% of 5th grade felt connected to school all the time; 23% of 7th grade strongly agree they are connected to their school 13% of 9th and 12% of 11th strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

Planned Strategies/Activities

Strategy/Activity 1

1. Provide before/after school or lunch time academic interventions.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	4500.00
Source	LCFF Supp Conc - Intervention (BS/AS)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Goal 2, Action 4 LCAP
Amount	500.00
Source	LCFF Supp Conc - Intervention (BS/AS)
Budget Reference	3000-3999: Employee Benefits
Description	Goal 2, Action 4 LCAP

Strategy/Activity 2

2. Provide evidence-based, supplemental academic intervention materials.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	270.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	StarFall one year subscription
Amount	3942.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math Seeds one year subscription
Amount	8000.00
Source	Title I Part A: Allocation

Budget Reference	4000-4999: Books And Supplies
Description	Standards Plus Math and ELA for grades 3-4-5 (2nd grade as needed)

Strategy/Activity 3

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s)

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Student medals/incentives for Accelerated Reading and Accelerated Multiplication achievement
Amount	2000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	K-5 student recognition awards: School-wide Expectations Assembly (drawing tickets, monthly awards/material incentives) Monthly Assemblies to increase positive behavior (attendance tags, Super Improver Awards, Student of the Month Awards, etc.)
Amount	1,600.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Positive Behavior Rewards activities/materials/games teachers buy or create to provide high interest activities school-wide 10 times a year. (22 teachers @ \$50 =\$1,100); Battle of the Books grades 3-4-5 (membership, transportation, books \$500)

Strategy/Activity 4

5. GATEWAY Strategy: Provide supplemental, instructional support in transitional kindergarten/kindergarten.

Students to be Served by this Strategy/Activity

Transitional/Kindergarten students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	6534.53
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK/K Instructional Support Paraprofessional
Amount	1476.96
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

State Priority #3-Parental Involvement (Engagement)

Goal Statement

Grow family and community partnerships that benefit students.

LCAP Goal

Grow family and community partnerships that benefit students.

Basis for this Goal

District LCAP Parent Survey results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	Spring 2018 LCAP Parent Survey: 82% of districtwide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2018 Title I Parent Survey Results Addendum	See 2018 Title I Parent Survey Results Addendum

Planned Strategies/Activities

Strategy/Activity 1

1. Engage parents/guardians in ongoing, two-way communication.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount

1,236.00

Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	School to Home Communication Folders
Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Magnetic school calendars for each family
Amount	400.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Upper grade planners/parent communication
Amount	300.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Title I Parent information about monthly Family Nights: paper, stickers, toner, labels

Strategy/Activity 2

2. Provide monthly Family Nights to increase parent/guardian engagement.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Monthly Family Night supplies (crafts, materials for science/sensory motor, music, items for prize drawings)

Strategy/Activity 3

3. Provide parent/guardian education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	254.00
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Loving Solutions Education Parent Nights
Amount	400.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Loving Solutions Value Package materials (10 parent guides and 1-teacher's guide)
Amount	300.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Light Refreshments for Loving Solutions Education Parent Nights
Amount	1320.00
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Instructor's salary for Loving Solutions: Parent Nights

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

State Priority # 1 Basic Services (Conditions of Learning)

Goal Statement

Guarantee safe and well-maintained facilities.

LCAP Goal

Guarantee safe and well-maintained facilities.

Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Fair	Maintain/Increase FIT rating

Planned Strategies/Activities

Strategy/Activity 1

1. Support safe and well-maintained facilities.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s), Custodian(s)

Proposed Expenditures for this Strategy/Activity

Amount	8000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description

Custodial supplies: trashcans, brooms, mops, cleaning supplies, entry way carpets, paper products, furniture, new or update equipment to maintain school, gloves

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

State Priority #1-Basic Services (Conditions of Learning)

Goal Statement

Develop, value, and retain a high-quality diverse educational team.

LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

Basis for this Goal

Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2017-18 Number/rate of fully credentialed teachers: 17/20 or 85%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Planned Strategies/Activities

Strategy/Activity 1

1. Provide professional development in identified area(s) of site need and district initiatives.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s), Counselor(s)

Proposed Expenditures for this Strategy/Activity

Amount	2200.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Registration for three 1st grade teachers PLC Assessment Conference Anaheim , Hotel, Rental Car, Per Diem
Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teacher in order to provide staff with observation Best Practices
Amount	500
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Substitute benefits for Best Practices
Amount	1000.00
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes provided when admin is off campus (Teacher In Charge)
Amount	200.00
Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Employee Benefits for Teacher In Charge
Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Professional Literature/Materials to support active learning: Interventions (Audio/Book formats): Evidence-Based Behavioral Strategies for Individual Students, Second Edition Audio CD Library Binding – 2008 by Ph.D.Safe & Civil Schools Randy Sprick (Author) ; and/or Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success (Teaching Methods for Competency-Based ... New Art and Science of Teaching Book Series); Number Talks: Whole Number Computation, Grades K-5 Mar 1, 2014 by Sherry Parrish; Number Talks: Fractions, Decimals, and Percentages 1st Edition by Sherry Parrish (Author), Ann Dominick (Author); and/or Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps to Teaching Heaven by Chris Biffle The number of copies will be determined by the price, availability and budget constraints.

Amount	9,040.51
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	<p>Professional Development: Common Core Best Practices, Learning and Engagement, Technology in the classroom, Professional Learning Communities, Restorative Practices, Positive Behavior Intervention Support, Whole Brain Development, Illuminate Education User Conference. Conferences subject to change due to availability and confines of budget expenditures.</p> <p>Conference Amenities: Registrations, Hotels, Transportation, Meals, Substitutes/Benefits for Professional Developments (etc).</p>

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase District APS Rubric Score of 2 in ELA/ELD and 2 in Math	2017-18 Site APS Rubric Scores: 3 in ELA/ELD and 2 in Math

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with grade level professionals to implement Common Core best practices	Collaborated with grade level professionals to implement CCSS.	Principal and teachers will attend district and site level collaborations meetings District Funded	Principal and teachers attended district and site level collaborations meetings District Funded
		Substitute teachers for teachers to attend district training in Benchmark Advance and Math District Funded	Substitute teachers provided for teachers to attend district training in Benchmark Advance and Math District Funded
Purchase/implement standards based computer programs that support learning and interventions	Implemented standards based computer programs that support learning and interventions	Renaissance Place District Funded	Renaissance Place District Funded
		Reading Eggs 4000-4999: Books And Supplies	Reading Eggs 5000-5999: Services And Other Operating Expenditures
		More Starfall 4000-4999: Books And Supplies Title I Part A: Allocation 362.51	More Starfall 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 270.00
		Moby Max District Funded	Moby Max District Funded
		Illuminate District Funded	Illuminate District Funded
		Math Seeds 4000-4999: Books And Supplies	Math Seeds 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		IXL Math and Language (1 yrs) 5000-5999: Services And Other Operating Expenditures	IXL Math and Language (1 yrs) 5000-5999: Services And Other Operating Expenditures
Identify best practices of CCSS	Best practices of CCSS identified	<p>Teachers will observe best practices in classrooms, reflect on implementation in their own classrooms, and share with the grade level partners of their practice in order to meet the needs of all students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000.00</p> <p>3000-3999: Employee Benefits Title I Part A: Allocation 200.00</p>	<p>Teachers observed best practices in classrooms, reflect on implementation in their own classrooms, and share with the grade level partners of their practice in order to meet the needs of all students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p> <p>3000-3999: Employee Benefits Title I Part A: Allocation 0</p>
Provide technology training/coaching support	Technology training/coaching support provided	Provide training on benchmarks, electronic grade book District Funded	Provide training on benchmarks, electronic grade book District Funded
Whole Brain Teacher Workshop	Did not provide WBT Workshop	<p>Presenter 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 500.00</p> <p>Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 500.00</p>	<p>Presenter 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0.00</p> <p>Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 585.02</p>
Step Up to Writing Training	Step Up to Writing Training was not provided in 2017-18 school year	<p>Substitutes District Funded</p> <p>Materials 4000-4999: Books And Supplies Title I Part A: Allocation 250.00</p>	<p>Substitutes District Funded</p> <p>Materials 4000-4999: Books And Supplies Title I Part A: Allocation 0</p>
Provide supplemental resources to enhance instruction of common core standards	Supplemental resources to enhance instruction of common core standards provided	Additional supplemental common core aligned materials (i.e. Standards Plus) 4000-4999: Books And Supplies Title I Part A: Allocation 8000.00	Additional supplemental common core aligned materials (i.e. Standards Plus) 4000-4999: Books And Supplies Title I Part A: Allocation 7076.16

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Standards Plus Teacher Editions 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Standards Plus Teacher Editions 4000-4999: Books And Supplies Title I Part A: Allocation 144.06
Provide staff opportunities to attend conferences on CCSS and instructional strategies	Ortom Gillingham conferences	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000.00	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 660.00
		Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 300.00	Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 61.14
		Conference Fees 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3025.00	Conference Fees 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6980.33
		Supplemental Materials 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Supplemental Materials 4000-4999: Books And Supplies Title I Part A: Allocation 0
District computer paraprofessional to provide web-based, supplemental ELA/math interventions to students	District computer paraprofessionals provided web-based, supplemental ELA/math interventions to students	Instructional aide salary District Funded	Instructional aide salary District Funded

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of providing staff opportunities to attend conferences on CCSS and instructional strategies. Many professional developments were provided by the district to address the area of math. Math Solutions training were provided for grades 3-4-5. The district provided substitute teacher in order for the grade-level teachers attend. Also in 2017-18, our district provided English Language Arts training for the newly adopted curriculum of Benchmark Advance. Therefore, our teachers were provided with opportunities to enhance their skills in the CCSS.

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

Overall, the actions/services were effective in meeting Goal 1. 2017-18 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained. This year our school had a full-time Title 1 Intervention teacher who created interventions with grade-level partners and lead grade-level collaborations.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Step Up to Writing Training was not provided in 2017-18 school year due teachers unable to attend conferences. The Title 1 Intervention teacher did not coordinate a date for a Whole Brain Techniques Workshop for the staff. She was new to her position.

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.

Based on the results of the 2017-18 stakeholder engagement process and alignment of federal, state and new local board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA and Math Performance Data	<p>Increase SBAC ELA performance by 1%.</p> <p>Increase SBAC math performance by 1%.</p> <p>Increase subgroups (SED, EL, and SPED) by 2%.</p>	<p>2017 SBAC performance data:</p> <p>2018 SBAC performance data:</p> <p>3rd ELA: 46%</p> <p>3rd ELA: 53%</p> <p>3rd Math: 38%</p> <p>3rd Math: 47%</p> <p>4th ELA: 36%</p> <p>4th ELA: 48%</p> <p>4th Math: 30%</p> <p>4th Math: 39%</p> <p>5th ELA: 48%</p> <p>5th ELA: 32%</p> <p>5th Math: 28%</p> <p>5th ELA: 29%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Project Teacher will provide targeted intervention to at risk students	Project Teacher provided targeted intervention to at risk students	Salary 1000-1999: Certificated Personnel Salaries District Funded	Salary 1000-1999: Certificated Personnel Salaries District Funded
		Benefits 3000-3999: Employee Benefits District Funded	Benefits 3000-3999: Employee Benefits District Funded
		Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 0
Computer paraprofessional will provide targeted intervention to at risk students based upon data analysis	Computer paraprofessional provided targeted intervention to at risk students based upon data analysis	Salary 2000-2999: Classified Personnel Salaries District Funded	Salary 2000-2999: Classified Personnel Salaries District Funded
		Benefits 3000-3999: Employee Benefits District Funded	Benefits 3000-3999: Employee Benefits District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student Support Team Meetings for students not meeting standards	Student Support Team Meetings held for students not meeting standards. The meetings were held after school. Prior they were held during school.	Substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 1800 Benefits 3000-3999: Employee Benefits General Unrestricted 200	Substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 0 Benefits 3000-3999: Employee Benefits General Unrestricted 0
Provide kindergarten classes with Instructional Support (3 hours/day, 5 days/wk)	Kindergarten classes provided with Instructional Support (3 hours/day, 5 days/wk)	Title I Paraprofessional 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 6534.53 3000-3999: Employee Benefits Title I Part A: Allocation 1476.96	Title I Paraprofessional 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 7188.84 3000-3999: Employee Benefits Title I Part A: Allocation 926.55
Supplemental ELA Materials	Provided supplemental ELA materials	Orton Gillingham supplemental materials 4000-4999: Books And Supplies Title I Part A: Allocation 1500	Orton Gillingham supplemental materials 4000-4999: Books And Supplies Title I Part A: Allocation 1099.61
Support Before and After School Interventions	Before and After School Interventions supported	In grade level collaborations, the team members will identify students At Risk and provide before or after school interventions 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 4500.00 Personnel salaries 3000-3999: Employee Benefits Intervention (BS/AS) 500.00	In grade level collaborations, the team members will identify students At Risk and provide before or after school interventions 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 3391.50 Personnel salaries 3000-3999: Employee Benefits Intervention (BS/AS) 589.89

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of providing substitute teacher to conduct SATs during school hours. Our newly developed SAT Team met on Mondays from 2:30-4:00 pm in blocks of 30 minutes times frames to conduct meetings. This was a new process for the school and viewed as highly effective. Before and After School Interventions were conducted to meet the needs of our tier-2 students.

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

Overall, the actions/services did have a consistent, effective impact in meeting Goal 2 both at the district and site level. 2018 SBAC ELA met or exceeded standards percentages increased at the 3rd (7%) and 4th (12%) grade levels. 2018 SBAC Math met or exceeded standards percentages increased at the 3rd (9%), 4th (9%), and 5th (1%) grade levels. Area of focus for the district and site continue to be in math achievement.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Our Title 1 instructor did not order materials due to being new to her position. She continues to evaluate the needs of the intervention program.

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.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement. Math is an area of need in the 5th grade. In goal 2-strategy 2, Standards Plus Math will be purchased.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. Work with custodians and maintenance to keep our campus clean and well-maintained. Update safety plan and equipment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District California Healthy Kids Staff and Student Survey	Increase the percentage of students and staff that feel safe at school.	The California Healthy Kids Survey was administered in the fall of 2017. See 5th grade district results below: 74% of students feel safe at school most or all of the time. 52% of staff feel they are safe at school and 48% feel students are safe at school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.	Notify district if staffing changes	
Provide snacks for each classroom in case of lock down.	Provided snacks for each classroom in case of lock down.	Purchase nonperishable snacks Parent Teacher Association 200	Purchase nonperishable snacks Parent Teacher Association
Provide custodial supplies	Provided custodial supplies	Purchase custodial supplies and school-wide supplies for students, staff, classrooms 4000-4999: Books And Supplies General Unrestricted 8000	Purchase custodial supplies and school-wide supplies for students, staff, classrooms 4000-4999: Books And Supplies General Unrestricted 7332.43
Support use of technology such as Eno Boards, printers etc.	Supported use of technology such as Eno Boards, printers etc.	IT requisitions to support technology 5000-5999: Services And Other Operating Expenditures District Funded	IT requisitions to support technology 5000-5999: Services And Other Operating Expenditures District Funded
Provide teachers with access to instructional materials	Provided teachers with access to instructional materials	Ink/Toner 4000-4999: Books And Supplies General Unrestricted 5000	Ink/Toner 4000-4999: Books And Supplies General Unrestricted 3682.96

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Paper 4000-4999: Books And Supplies General Unrestricted 6500	Paper 4000-4999: Books And Supplies General Unrestricted 1041.00
		Supplies 4000-4999: Books And Supplies General Unrestricted 2095	Supplies 4000-4999: Books And Supplies General Unrestricted 824.90
		Printshop 5000-5999: Services And Other Operating Expenditures General Unrestricted 4000	Printshop 5000-5999: Services And Other Operating Expenditures General Unrestricted 3110.65
		Supplies None Specified Parent Teacher Association 1900	Supplies Parent Teacher Association
		19 teachers warehouse orders 4000-4999: Books And Supplies General Unrestricted 2000.00	19 teachers warehouse orders 4000-4999: Books And Supplies General Unrestricted 1377.38
Provide computer lab with support materials	Provided computer lab with support materials	Headphones/mice/techn ology supplies 4000- 4999: Books And Supplies General Unrestricted 500	Headphones/mice/techn ology supplies 4000- 4999: Books And Supplies General Unrestricted 497.52
		Supplies Parent Teacher Association 100	Supplies Parent Teacher Association
Provide library with books and support materials	Provided library with books and support materials	Books 4000-4999: Books And Supplies General Unrestricted 1000	Books 4000-4999: Books And Supplies General Unrestricted 1180.96
		Supplies 4000-4999: Books And Supplies General Unrestricted 500	Supplies 4000-4999: Books And Supplies General Unrestricted 427.70
Implement first year technology plan and tools as needed	Implemented first year technology plan and tools as needed	Teacher desk computers, blue tooth pens, projectors, digital document cameras, Chromebooks, etc., with replacement of technology items as necessary due to usage in the classroom and computer lab 4000- 4999: Books And	Teacher desk computers, blue tooth pens, projectors, digital document cameras, Chromebooks, etc., with replacement of technology items as necessary due to usage in the classroom and computer lab 4000- 4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies General Unrestricted 7000.00	Supplies General Unrestricted 6784.94

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of providing teacher with other instructional materials such as Scholastic News.

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

Because the metric utilized, the California Healthy Kids Survey (CHKS), has not been utilized consistently over time, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 3. In the 2018 administration of the CHKS, data will be provided in both site and district grade levels.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Since Benchmark Advance was the ELA newly adopted curriculum, other instructional materials were not purchased in order to fully implement the district adopted curriculum.

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.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review student/staff/parent survey responses and discuss concerns	Reviewed student/staff/parent survey responses and discussed concerns	Title 1 Parent survey printed and collated using Illuminate 4000-4999: Books And Supplies Title I Part A: Allocation 75.00	Title 1 Parent survey printed and collated using Illuminate 4000-4999: Books And Supplies Title I Part A: Allocation 0
Develop and implement strategies to improve school connectedness	Developed and implemented strategies to improve school connectedness	Gator Day Parent Teacher Association 200	Gator Day Parent Teacher Association
		Battle of the Books Parent Teacher Association	Battle of the Books Parent Teacher Association
		Junior Olympics Parent Teacher Association 150	Junior Olympics Parent Teacher Association
		Chess Club Parent Teacher Association 200	Chess Club Parent Teacher Association
		Assemblies Parent Teacher Association 2000	Assemblies Parent Teacher Association
Implement PBIS	Implemented PBIS	Multiplication and Accelerated Reading medals 4000-4999: Books And Supplies Title I Part A: Allocation 307	Multiplication and Accelerated Reading medals 4000-4999: Books And Supplies Title I Part A: Allocation 543.60
		K-5 student recognition awards 4000-4999:	K-5 student recognition awards 4000-4999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies Title I Part A: Allocation 2000	Books And Supplies Title I Part A: Allocation 576.50
Counselor provides social skills, conflict resolution, and bully prevention strategies	Counselor provided social skills, conflict resolution, and bully prevention strategies	Personnel 1000-1999: Certificated Personnel Salaries District Funded	Personnel 1000-1999: Certificated Personnel Salaries District Funded
		Benefits 3000-3999: Employee Benefits District Funded	Benefits 3000-3999: Employee Benefits District Funded
		Supplies, rewards, recognition 4000-4999: Books And Supplies Title I Part A: Allocation 450	Supplies, rewards, recognition 4000-4999: Books And Supplies Title I Part A: Allocation 420.74
Parent Involvement and Communication (general Title 1 communications supplies)	Provided parent involvement and communication opportunities	Communication Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1198	Communication Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 811.88
		Monthly Calendar on Parent Square Title I Part A: Parent Involvement	Monthly Calendar on Parent Square Title I Part A: Parent Involvement
		Family Nights 4000- 4999: Books And Supplies Title I Part A: Allocation 1000	Family Nights 4000- 4999: Books And Supplies Title I Part A: Allocation 326.48
		4th and 5th grade planners 4000-4999: Books And Supplies Title I Part A: Allocation 400	4th and 5th grade planners 4000-4999: Books And Supplies Title I Part A: Allocation 379.98
		Calendar Magnets 4000- 4999: Books And Supplies Title I Part A: Parent Involvement 500	Calendar Magnets 4000- 4999: Books And Supplies Title I Part A: Parent Involvement 520.07
Support Parent Project Classes	Did not provide Parent Project training	1000-1999: Certificated Personnel Salaries District Funded	1000-1999: Certificated Personnel Salaries District Funded
		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of Parent Survey information, K-5 student recognition awards, and Multiplication and Accelerated Reading medals. Not all funds were spent. The new office staff found recognition awards and they were used instead of purchasing additional rewards.

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

Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4. The Title 1 Parent Survey was conducted electronically. As by the number of surveys completed, this was not an effective ways to elicit information.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Due to the newness of the site administrator and Title 1 Intervention teacher, not all planned expenditures were met.

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.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annually increase percent of English Language Learners making progress in learning English.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency	2016-73.1% 2017-60.7% Declined significantly -12.4%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Professional development provided to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	ELD instructional model training District Funded	ELD instructional model training District Funded
Create and implement school ELD plan	Created and implemented school ELD plan	Create ELD instructional plan	Create ELD instructional plan

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5. In 2016-73.1% 2017-60.7% Declined significantly -12.4%.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. English Languages Learners' progress is articulated during grade-level collaborations. During school collaborations is a district initiative starting in 2017-18.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team. The district's Teacher on Special Assignment (TOSA) meets with grade-level partner to plan interventions to meet the needs of the ELs. Teachers are compensated to meet after their contractual students hours to meet with the TOSA to discuss interventions.

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	159,691.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$201,705.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	37,014.00	0.00
Title I Part A: Allocation	42,964.00	0.00
Title I Part A: Parent Involvement	2,810.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00	0.00
Title I Part A: Site Assigned ESSA Teacher	113,917.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	37,014.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	42,964.00
Title I Part A: Parent Involvement	2,810.00
Title I Part A: Site Assigned ESSA Teacher	113,917.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	121,737.00
2000-2999: Classified Personnel Salaries	7,034.53
3000-3999: Employee Benefits	3,030.96
4000-4999: Books And Supplies	49,120.00
5000-5999: Services And Other Operating Expenditures	20,782.51

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Unrestricted	1,000.00
2000-2999: Classified Personnel Salaries	General Unrestricted	500.00
3000-3999: Employee Benefits	General Unrestricted	300.00
4000-4999: Books And Supplies	General Unrestricted	31,214.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supp Conc - Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	LCFF Supp Conc - Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,534.53
3000-3999: Employee Benefits	Title I Part A: Allocation	1,976.96
4000-4999: Books And Supplies	Title I Part A: Allocation	16,670.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	16,782.51
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,320.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	254.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,236.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Site Assigned ESSA Teacher	113,917.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Margaret H. Bergens	Principal
Julie Sanders	Other School Staff
Natalia Casco	Classroom Teacher
Traci Freese	Classroom Teacher
Kelly Karakas	Classroom Teacher
Leslie Rowland	Parent or Community Member
Jessica Kisor	Parent or Community Member
Thomas Copper	Parent or Community Member
Ashley Ferguson-Gorwood	Parent or Community Member
Rachel Kimbler	Parent or Community Member
Stacy Harvey	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 December 17, 2018.

Attested:



Principal, Margaret H. Bergens on December 17, 2018

SSC Chairperson, Thomas Cooper on December 17, 2018



GATEWAY ELEMENTARY SCHOOL TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY

Gateway School has developed a written Title I parental involvement policy with input from Title I parents. Gateway is a Title I school. The policy was written with Gateway staff and two parent groups: PTO and School Site Council. Information gathered from the annual parent survey is also used in updating the policy. The policy will be distributed to parents as a part of the Gateway Information Handbook and Discipline Policy at the beginning of the year or upon student enrollment during the school year. Gateway School's policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Gateway School does the following:

1. Convenes an annual meeting to inform parents of Title I requirements and their Rights to be involved in the Title I program. Letters generated by district projects office, distributed to all parents outlining parent rights. Title I informational meeting held in conjunction with Back-to-School night.

2. Offers a flexible number of meetings. Additional meetings will be held before and after school hours to accommodate parent schedules.

3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. SSC reviews and updates the Single Plan for Student Achievement annually. SSC and PTO annually review and update the school handbook and parent involvement policy. Annual Title I Survey provides parent input.

4. Provides parents of Title I students with timely information about Title I programs. Programs describes at initial Title I meeting. Programs listed in Gateway Parent Information Handbook and Discipline Policy. Current programs highlighted in parent newsletter. Individual notification when students qualify for targeted assistance or intervention groups.

5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Grade-level standards provided for parents, in both hard copy and online. Assessment information sent home at the conclusion of testing and end of each trimester. Parent/teacher conferences held fall/spring, and at the request of parent or teacher.

6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions related to the education of their children such as School Site Council, PTO, Monthly Family Nights, Parenting Classes, Parent/teacher conferences, IEP meetings.

SIERRA SANDS UNIFIED SCHOOL DISTRICT
GATEWAY ELEMENTARY SCHOOL TITLE I PARENT SURVEY
2017-2018

Indicate your response to each of the following statements, using the bubble sheet (see attached). You may turn in one per family. Fill in the bubble under the letter that best describes the level of Title I parent involvement at your school.

Please rank each statement using the following rating scale:

Yes--A

No--B

I do not know--C

SCHOOL CULTURE

1. Parents and students feel welcome at school.
2. My child feels safe at school.
3. Expectations are taught through Positive Behavior Intervention Supports (PBIS): Be Respectful, Be Responsible, Be Safe; and our Whole Brain Teaching Rules and teaching strategies.
4. The school is well maintained.

PARENT/COMMUNITY INVOLVEMENT

5. Parents are encouraged to participate in their child's education at home.
6. Parents are encouraged to volunteer at school in the classrooms, on field trips, and for special events.
7. Parents are invited and encouraged to attend school functions, parent/teacher conferences, family nights, and other school events.

HOME/SCHOOL COMMUNICATION

8. Parents know who to go to when they have concerns or questions.
9. Teachers communicate effectively with parents.
10. Parent Square, or other teacher formats, are effective ways for teachers and the school to communicate with parents.
11. Communication between the school and home is sent in my primary language.

STANDARDS AND ASSESSMENTS

12. This school has high academic standards for all students.
13. Parents are fully informed about their child's academic progress through progress reports and conferences (November and March).

TEACHING AND LEARNING

14. My child is making progress in reading.

15. My child is making progress in writing.
16. My child is making progress in math.
17. My child is receiving a good education.
18. My child is regularly assigned homework.
19. This family survey is for 1 student--2 students---more than 3 students

Title 1 Parent Survey Results 2017-18 (from SSC meeting notes)

A. 26 electronic response and 1 paper response returned

B. Discussion: When should the Title 1 survey come out?

Electronic mode with incentives, capture the population at Open House, next the Title 1 teacher will save pictures over the next school year and put an end of the year movie for the Open House opening meeting.

We can meet in the cafeteria and have a presentation and encourage parents to fill out the survey.

Need to get incentives for a drawing.

C. When creating the survey form, allow comments after each question.

D. Questions from the survey-

Parents do not know where to go if they have a question when they have concerns or communication.

E. Question- Expectations are taught through PBIS and Whole Brain Techniques. A few parents did not know the terms.