



2017 – 2020

SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

ELMWOOD ELEMENTARY

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School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elmwood Elementary	39686766042550	Original – 01/03/2018 Revision – 05/16/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

Elmwood Elementary is implementing a Schoolwide Program.

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

Elmwood Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

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

Elmwood Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on January 3, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Elmwood Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the January 24, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Elmwood Elementary initiated a needs assessment process that included a review of the schools mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parent workshops, teachers and the principal's student advisory committee. In summary, the needs assessment identified a gap in informative writing and the appropriate utilization of text complexity (reading).

Resource Inequities

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

This section is not applicable for Elmwood Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, to increase the proficiency ELA for All Students by 15 points to reach the Green Performance Level.

Math SMART Goal:

By June 2020, to increase the proficiency Math for All Students by 15 points to reach the Green Performance Level.

Identified Need

ELA/ELD:

SBAC ELA:

(Yellow) increased 5.6 points.

English Learner Progress:

Level 1 - Beginning Stage - 11.4%

Level 2 - Somewhat Developed - 22.1%

Level 3 - Moderately Developed - 42.5%

Level 4 - Well Developed - 23.9%

Math:

SBAC Math:

(Yellow) increased 5.8 points.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	59.5 points below	44.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	74.7 points below	59.7 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, Subgroups: English Learners

Strategy/Activity

- *Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District’s ELA/ELD Curriculum, integration of AVID strategies, and addressing educational equity in our instructional practices to improve student instruction.
- *Conferences: AVID Summer Institute - July 2019 and June 2020 - administrator, instructional coach, teachers
- *Substitute Pay Calculation - 150 days X \$200 = \$30,000
- *Intensive Instructional Coaching in ELA will be provided to assist Teachers in instructional improvement.
- *Program Specialist will assist with the analysis of data, support of AVID strategy implementation.
- *To provide ELA supplementary material to enhance instruction, such as AVID specific project materials, whiteboard, classroom novels/books.
- *Bilingual Aides to assist with English Learner ELA Instruction, following teacher lesson plans that emphasize individual and small group instruction.
- *To promote literacy for all student through the use of Accelerated Reader as it monitors reading fluency, volume and comprehension on a weekly basis.
- *Library Media Assistant will provide literacy support to students to support teaching students to properly use the library and modeling with read alouds.
- *Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000 - 11700	Title I - 50643
\$15,000 - 11700	Title I - 50650
\$24,518 - 19101 (Instructional Coach)	Title I - 50643
\$24,518 - 19101 (Instructional Coach)	Title I - 50650

\$43,126 - 19101 (.3 FTE Program Specialist)	Title I - 50643
\$100,629 - 19101 (.7 FTE Program Specialist)	LCFF - 23030
\$56,297 - 21101 (Bilingual Assistant)	LCFF - 23020
\$17,500 - 22601 (Library Media Clerk)	LCFF - 23030
\$17,500 - 22601 (Library Media Clerk)	LCFF - 23020
\$1,500 - 42000	LCFF - 23030
\$1,500 - 42000	LCFF - 23020
\$14,000 - 43110	Title I - 50643
\$14,000 - 43110	Title I - 50650
\$31,362 - 43110	LCFF - 23030
\$31,361 - 43110	LCFF - 23020
\$1,524 - 43200	Title I - 50643
\$1,524 - 43200	Title I - 50650
\$2,500 - 43200	LCFF - 23030
\$2,500 - 43200	LCFF - 23020
\$1,335 - 56590	Title I - 50643
\$1,335 - 56590	Title I - 50650
\$6,850 - 58450	Title I - 50643
\$6,850 - 58450	Title I - 50650

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- *Continued refinement of Teacher collaboration meetings to emphasize quality implementation of the District’s Math Curriculum, integration of AVID strategies, and addressing educational equity in our instructional practices to improve student instruction.
- *Intensive Instructional Coaching in Math will be provided to assist Teachers in instructional improvement.
- *Math supplementary material to enhance instruction.
- *Conferences: AVID Summer Institute - July 2018 and June 2020 - administrator, instructional coach, teachers
- *Substitute Pay Calculation - 150 days X \$200 = \$30,000
- *Intensive Instructional Coaching in Math will be provided to assist Teachers in instructional improvement.
- *Program Specialist will assist with the analysis of data, support of AVID strategy implementation.
- *To provide Math supplementary material to enhance instruction, such as AVID specific project materials, whiteboard, classroom novels/books.
- *Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
See Goal 1, Strategy 1	See Goal 1, Strategy 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,315 - 43110	Title I - 50643
\$4,315 - 43110	Title I - 50650
\$4,665 - 43110	LCFF - 23030
\$4,665 - 43110	LCFF - 23020
\$4,665 - 43110	LCFF - 23034
\$4,665 - 43110	LCFF - 23035

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Centralized Service.	Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Each grade level met was given release days of 1 day a month. Spent day working on developing CFAs that provide accurate data to enhance student achievement. Created/developing instructional strategies to support student gaps in learning. Teachers are trained in collaborating together and thoroughly assessing data and using data to drive instruction. IC was an integral part of the collaborative team process to lead and facilitate each grade level meeting that occurred 1 time a month. Provided resources and assistance with activities to improve instructional strategies. Facilitates the data analysis process from the administration of CFAs at each grade level. Member of the COST team to provide feedback on the instructional seen during classroom visits. Coaching cycle is focused on the PLC collaboration process. Both BAs are focused on primary grades to better impact the learning of ELs. They are on schedules that rotate through K-3 grades. Focus on supporting ELA concepts in each classroom from classroom teacher using small group primarily and some one-on-one support. Provided specific PD for teacher in the WICOR strategies in targeted grades. Monitoring on a monthly basis through the AVID site team and conducts classroom visitations to monitor the implementation of the WICOR strategies. Debriefed during site team meeting and ensuring the schoolwide innovation team on a monthly basis.

Effectiveness

Monitored effectiveness 1) administration participation in the collaborative meeting days. 2) notes that were taken during the process. 3) support staff (ic, ps and principal) conduct classroom visitation to observed instructional strategies and CFA. Coordination of services team meeting (COST) meet bi monthly and debrief the classroom observations and implementation of instructional strategies. There is a distinct improvement in the instructional strategies that are given in the classrooms and the amount of reflective thinking and collaboration that collaboration – by principal observation. Uptick in MAP scores. Evident in the uptick of the EL MAP scores. The number of redesignated students have increased at the primary grades. Uptick in MAP scores and much more focused and reflective implementation of strategies within the classrooms. Teachers in the targeted grades are becoming more proficient in the implementation of the strategies.

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

Material Changes

N/A

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.

Future Changes

Increased the number of classroom observation to observe the administration of CFA and instructional strategies in the classroom. Fellow regional school sites are observing the process. Increasing another 1/3 of staff on the understanding and implementation of avid strategies.

Goal 2 – School Climate

Suspension –

By June 2020, reduce suspensions for All Students from 7% to 5%.

Attendance/Chronic Truancy –

By June 2020, reduce chronic absenteeism for All Students by 4% to 11.1%.

Identified Need

Suspension –

7% suspended at least once (Red)

Attendance/Chronic Truancy –

15.1% Chronic Absenteeism

(Orange)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	7%	5%
Chronic Absenteeism (All Students)	15.1%	11.1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Continued emphasis on the importance of daily, on-time student attendance will occur during Classroom Meetings, Elmwood Bear Talk Morning/Afternoon Announcements, Citizen of the Month Assemblies, Principal’s Honor Roll Assemblies, Student Advisory Committee Meetings, Parent Meetings and Workshops, and Back to School Night.

*Again, excellent and improved student attendance will be recognized and incentivized at Classroom Meetings, Citizen of the Month Assemblies, Principal Honor Roll Assemblies, School Dances, Elmwood Parent Meetings and Workshops, and End of the Year Perfect Attendance Field Trip.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000 - 43400	LCFF - 23034

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Continued implementation of the Peer Leaders Uniting Students (PLUS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Elmwood School.

*Continued implementation of the Seasonal Intramural Sports designed to increase student engagement is provided for students during lunch recesses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No funds allocated.

No funds allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

At every assembly attendance is always a topic of discussion. Principals student advisory committee 6-8th grades were tasked with coming up with strategies to increase attendance. Parent meetings/workshops – attendance is always discussed including the importance. PLUS students nominated by teachers and go through an interview process. Impactful student leaders are chosen. Meeting every other week to work on strategies to encourage more positive participation – academic and co-curricular. Also looking at student attendance. Facilitate grade level forums on 2nd, 3rd, 4th – chosen because of attendance issues.

Effectiveness

Attendance rates are still a concern. Number of students who want to be part of the PLUS team. Viewed as a positive influence on the campus and behavior. Principals advisory committee – PLUS reps are participant and provide input for student life at school.

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

Material Changes

N/A

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.

Future Changes

Emphasizing parent and student incentives.

Goal 3 – Meaningful Partnerships

By June 2020, increase parent participation by 10%.

Identified Need

Satisfaction Survey Data/Healthy Kids Survey Data
Feedback from Parents at SSC and ELAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To be determined.	[Add baseline here]	[Add expected outcome here]

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Elmwood will continue to provide monthly Parent Workshops in order to empower and train parents in supporting the learning of their children.

*Books and materials aligned to parent workshop topic will be provided to parents attending the workshops to help support their children’s learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000 - 42000	Title I - 50647
\$1,000 - 43110	Title I - 50647
\$1,805 - 43400	Title I - 50647
\$2,000 - 43400	Title I - 50672

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Elmwood will continue to offer a series of 10 workshops designed to establish family reading routines for Spanish speaking parents. It involves family reading for Hispanic parent involvement, vocabulary development, and English language development for parents and their children.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
No funds allocated.	No funds allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Continued establishment of the Elmwood Principal’s Student Advisory Committee in order to give students in the 6th through 8th grades (14 students total) the opportunity to provide input to the administration on current student issues and concerns.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
No funds allocated.	No funds allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Monthly parent workshops are provided on various topics based on a parent survey given at the beginning of the school year and input from Elmwood staff to help enhance parent support of our school. Topics: attendance, support ELA, math instruction at home, nutrition, gang, college/career readiness. Partnership with LDO during a 10-week period. Parent attending learned the fundamental to provide reading support with their child. How to read to their child. Parents collaboratively worked together and understood how reading is important for their children. Group of students nominated by grade level teachers to provide input on what is being done at school instructional and co-curricular. Using avid strategies with the committee and Socratic seminars. For example, attendance – increasing the importance of attendance and critical thinking.

Effectiveness

Number of parents attending on average is 40-50 parents. Number of parents that are becoming more involved with the teacher through questioning and inquiry of where their student stands academically. Number of parents attending. Parents has to made a commitment to attend all 10 sessions. (25 parents). Number of times students who are communicating the importance of attendance. Attendance problem is at the younger grades.

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

Material Changes

N/A

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.

Future Changes

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$196,015
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$478,324

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$196,015

Subtotal of additional federal funds included for this school: \$196,015

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

State or Local Programs	Allocation (\$)
LCFF	\$282,309

Subtotal of state or local funds included for this school: \$282,309

Total of federal, state, and/or local funds for this school: \$478,324