



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Elmwood Elementary School

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	School site Council (SSC) Approval Date	Local Board Approval Date
Elmwood Elementary	39686766042550	Ver 1 – 05/04/2020	Ver 1 – 05/21/2020	Ver 1 –

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 school's 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 2019-2020 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 2019-2020 (Year 3) culminating the document 2019-2020 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 February 27, 2020 School Site Council meeting.

In school year 2019-2020, also Year 3, Elmwood Elementary initiated a needs assessment utilizing the Decision-Making Model (DMM) process that included a review of the school's mission and educational expectation, data, assessments, and gaps. These meetings with stakeholders included the School Site Council, ELAC, parent workshops, teaching staff and the principal's student advisory committee. In summary, the DMM process identified a gap in Instructional Rigor in English Arts and Math across the grade levels. In addition, gaps were noted in Vocabulary Instruction, Language Acquisition Strategies for English Learners, Number Operations and Geometry skills.

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.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, to increase the ELA Proficiency for All Students by 15 points to reach the California Assessment of Student Performance and Progress (CAASPP) Green Performance Level.

School Goal for Math: (Must be a SMART Goal)

By June 2021, to increase the Math Proficiency for All Students by 15 points to reach the California Assessment of Student Performance and Progress (CAASPP) Green Performance Level.

Identified Need

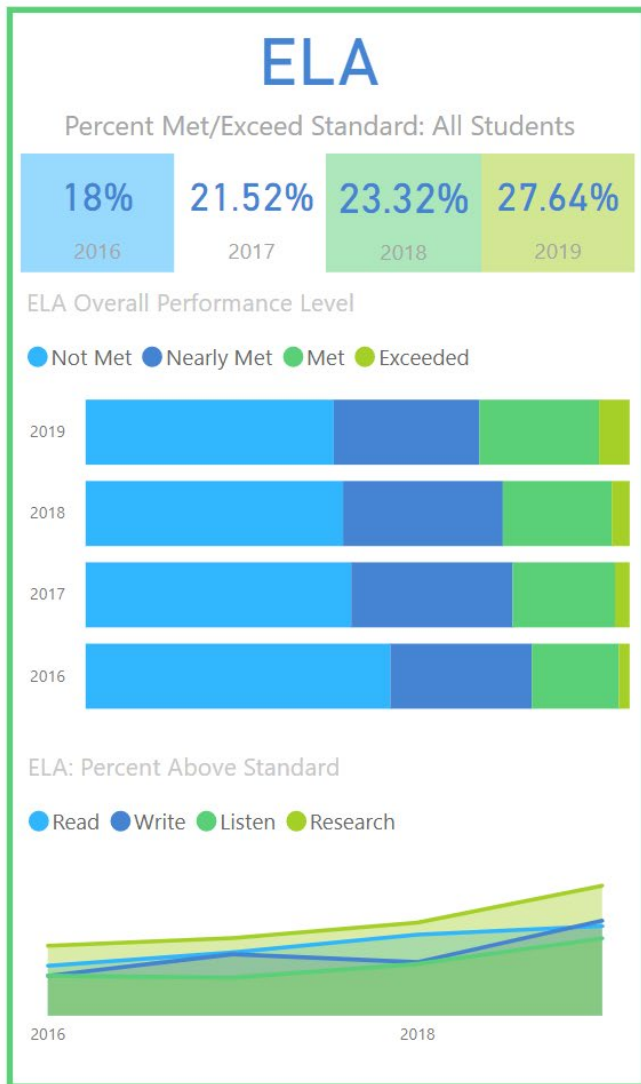
- Be sure English Learner data is reviewed and included.

ELA/ELD: SBAC ELA: (Yellow) increased 5.5 points.

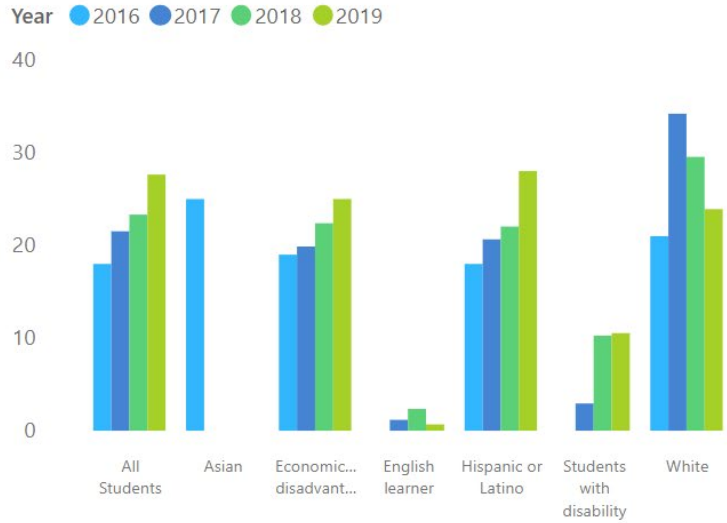
English Learner Progress:

44.5% of our English Learners are making progress towards English Language Proficiency.

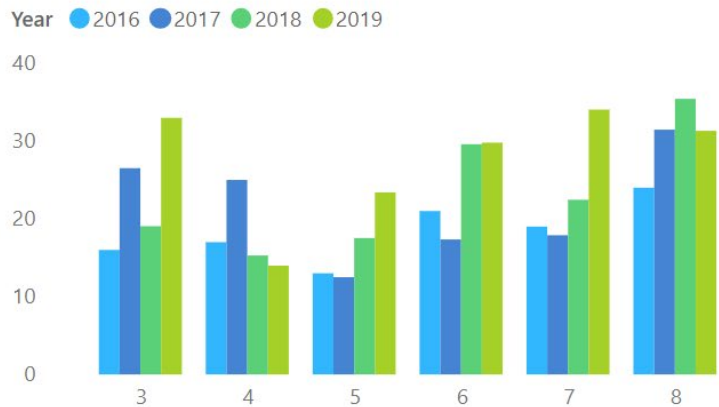
SBAC Math: (Red) Maintained 0 Points



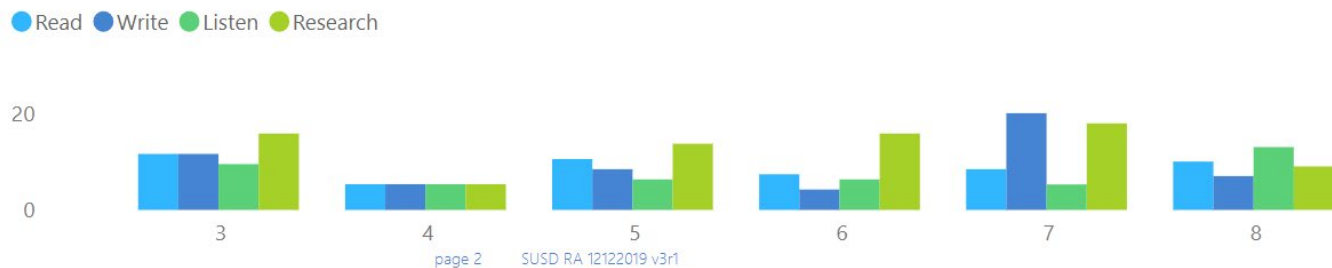
ELA CAASPP: Percent Met/Exceed Standard



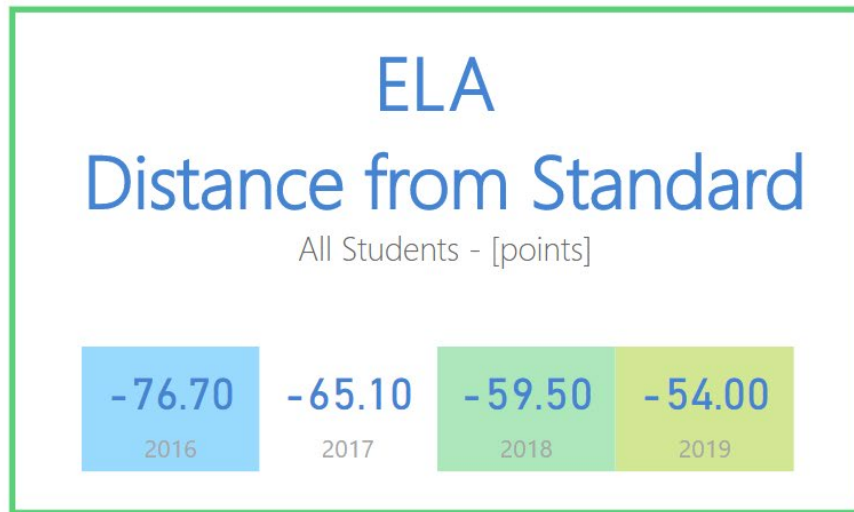
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

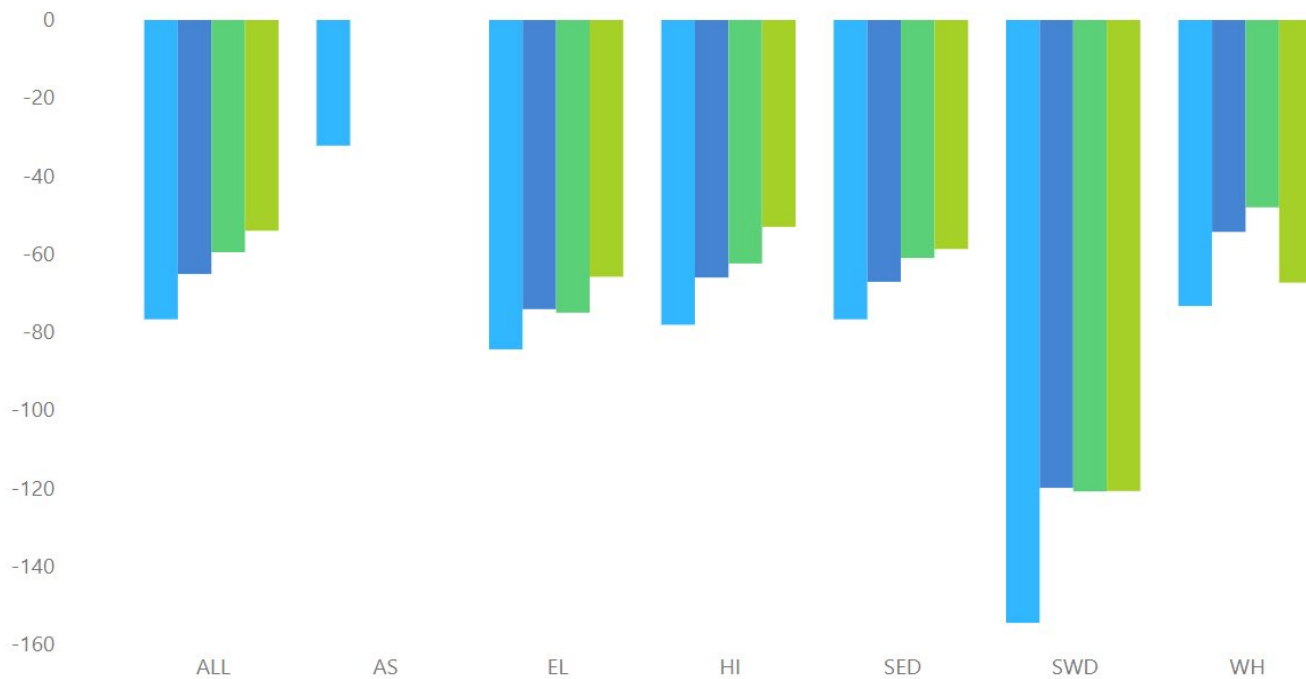


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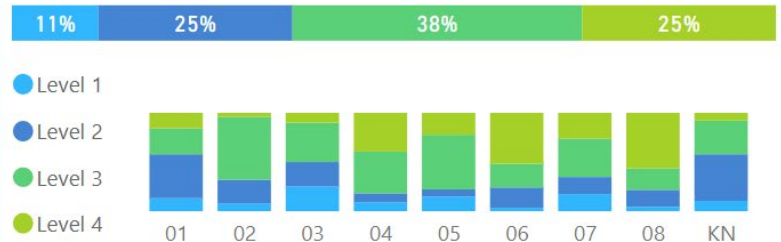
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

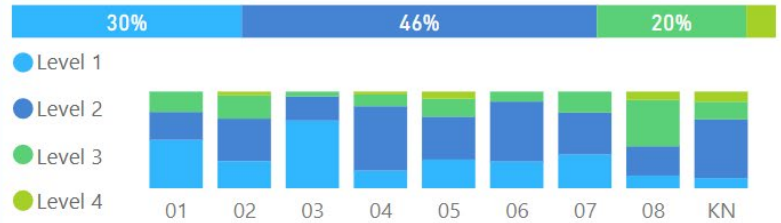




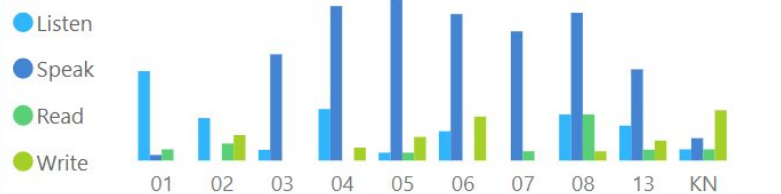
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



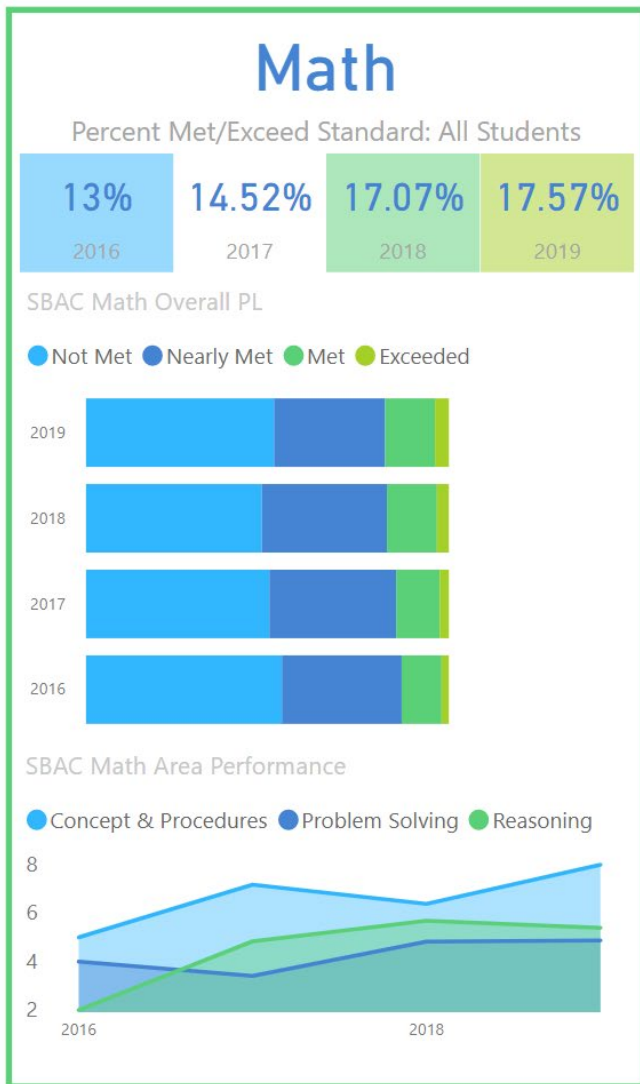
English Learner Progress Reclassification Rates



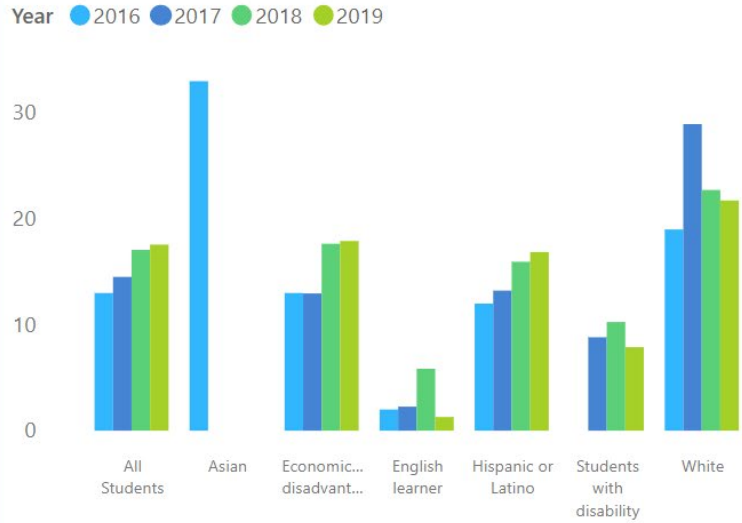
English Learner Progress Indicator (ELPI)

44.5%

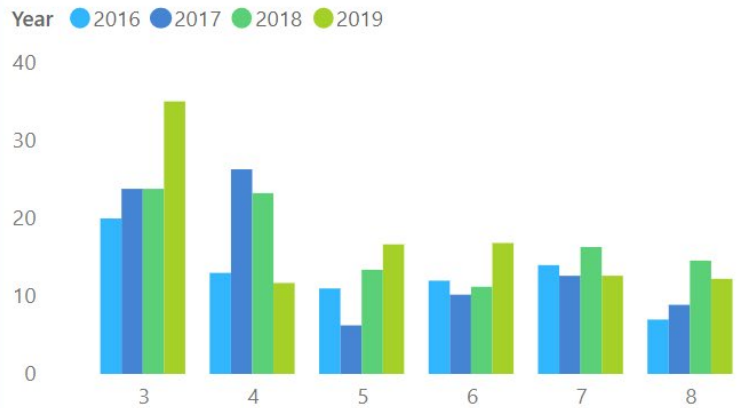
ELPI 2019



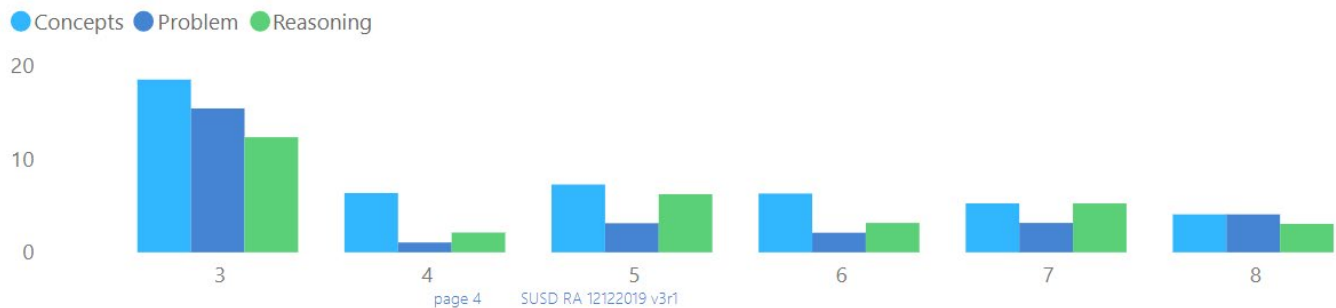
Math CAASPP: Percent Met/Exceed Standard

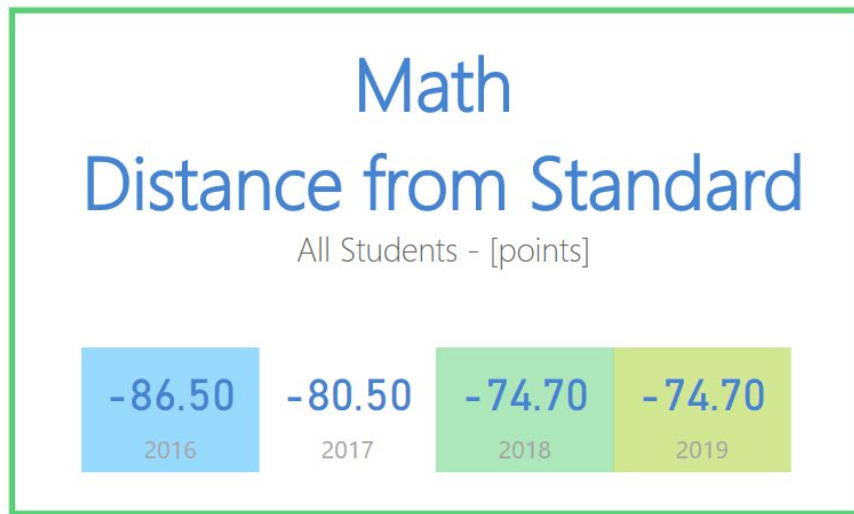


Math CAASPP: Percent Met/Exceed Standard by Grade Level

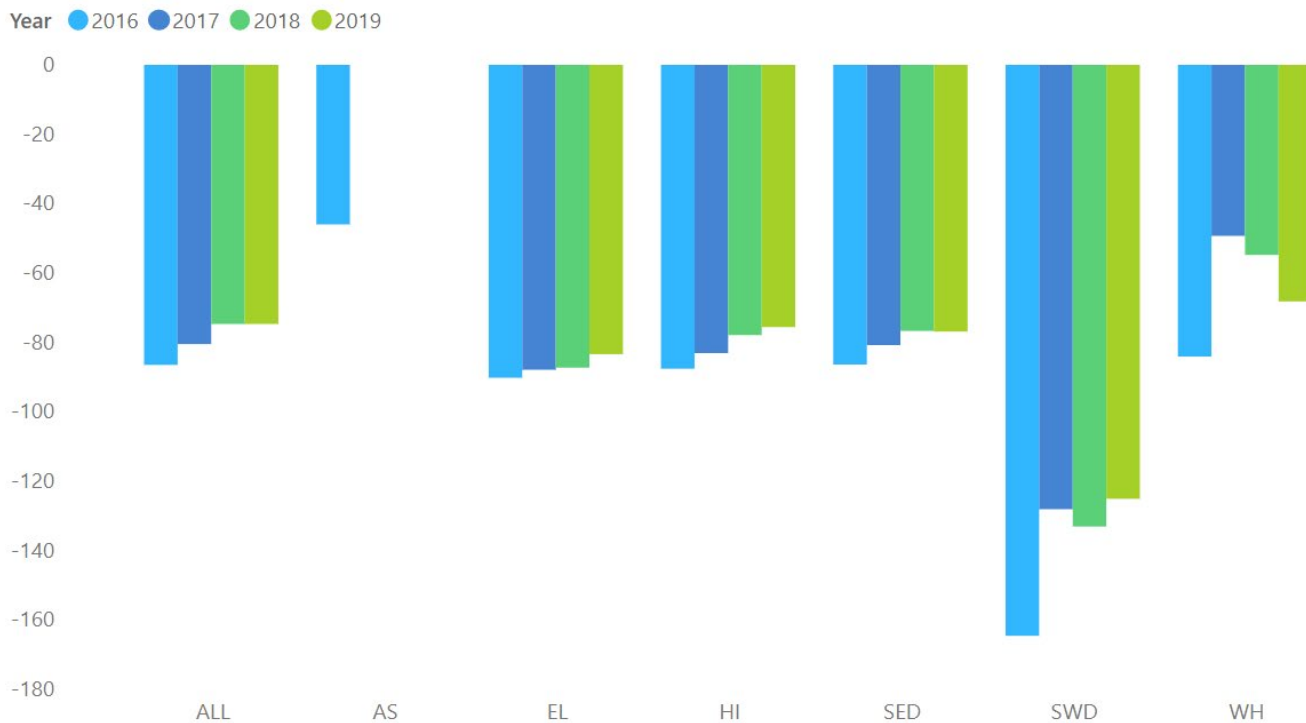


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

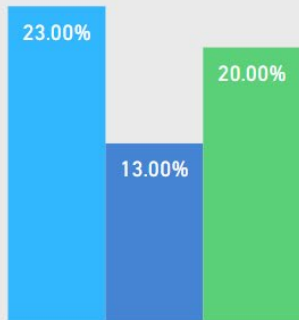
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

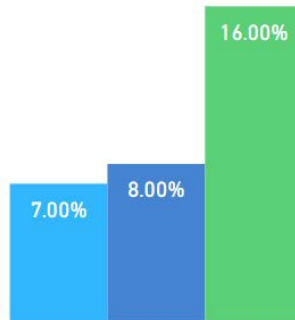
Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017 ● 2018



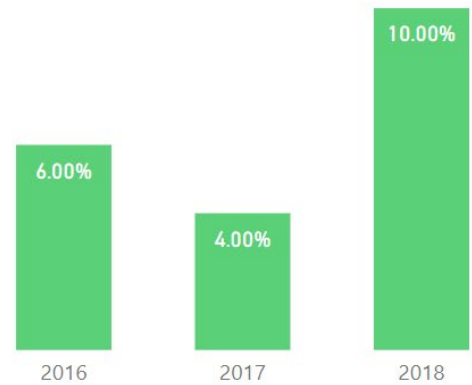
Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018



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Percent Met ERW &
Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	54 Points below standard	39 Points below standard

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

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.

*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.

*Substitute Pay Calculation - 150 days X \$200 = \$30,000

*Workshops: AVID – 20/21 School Year - administrators, instructional coach, teachers *Substitute Pay Calculation - 20 days X \$200 = \$4,000

*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 students using 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.

*To provide/update supplemental equipment to be utilized in classrooms by teachers to provide equitable access to technology for English Language Arts as outlined under Common Core Standards and District adopted curriculum including research and technology skills needed for 21st century learning.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

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\$ Amount(s)	Object Code	Description
\$15,000	11700	Title 1 – 50643 - Substitutes
\$15,000	11700	Title 1 – 50650 - Substitutes
\$100,960	19101	Title 1 – 50643 – Program Specialist (salary and benefits)
\$1,000	42000	Title 1 – 50643 – Books
\$1,000	42000	Title 1 – 50650 – Books
\$12,446	43110	Title 1 – 50643 – Instructional Materials
\$12,446	43110	Title 1 – 50650 – Instructional Materials
\$5,000	43200	Title 1 – 50643 – Non-Instructional Materials
\$5,000	43200	Title 1 – 50650 – Non-Instructional Materials
\$1,500	56590	Title 1 – 50643 – Maintenance Agreements
\$1,500	56590	Title 1 – 50650 – Maintenance Agreements
\$7,500	58450	Title 1 – 50643 – License Agreement
\$7,500	58450	Title 1 – 50650 – License Agreement

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$43,269	19101	LCFF – 23030 – Program Specialist (salary and benefits)
\$55,857	21101	LCFF – 23020 – (2) Bilingual Assists
\$18,113	22601	LCFF – 23030 – Library Media Clerk
\$18,113	22601	LCFF – 23020 – Library Media Clerk
\$500	42000	LCFF – 23030 – Books
\$500	42000	LCFF – 23020 – Books
\$23,164	43110	LCFF – 23030 – Instructional Materials
\$23,164	43110	LCFF – 23020 – Instructional Materials
\$4,000	43200	LCFF – 23030 – Non-Instructional Materials
\$4,000	43200	LCFF – 23020 – Non-Instructional Materials

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.

*Workshops: AVID – 20/21 School Year - administrators, instructional coach, teachers *Substitute Pay Calculation - 20 days X \$200 = \$4,000

*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.

*To provide/update supplemental equipment to be utilized in classrooms by teachers to provide equitable access to technology for Math as outlined under Common Core Standards and District adopted curriculum including research and technology skills needed for 21st century learning.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
See Goal 1, Strategy 1	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 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
See Goal 1, Strategy 1	See Goal 1, Strategy 1	See Goal 1, Strategy 1 – Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup; Preschool

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 library, 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 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 and 2019-2020 (Year 2 and Year 3)

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.

2018-2019 (Year 2)

Implementation

Each Grade Level continued to receive 1 release day a month. Grade Levels would work with the Instructional Coach on developing Common Formative Assessments (CFA) that provide accurate data to enhance student achievement. They created/developed instructional strategies to support student gaps in learning. Teachers were trained in collaboration techniques, thoroughly assessing data, and using data to drive instruction. As mentioned, the Instructional Coach was an integral part of the collaborative team process and lead and facilitate each grade level meeting that occurred once a month. Resources and assistance were provided with activities to improve instructional strategies. The Instructional coach facilitates the data analysis process from the administration of CFAs at each grade level. The Instructional Coach, as a member of the COST team, provided feedback on the instruction seen during classroom visits. The Coaching cycle is focused on the PLC collaboration process. Both Bilingual Aides 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 using small group primarily and some one-on-one support. Support Staff provided specific PD for teachers in the WICOR strategies in targeted grades. Monitoring monthly through the AVID site team and classroom visitations to monitor the implementation of the WICOR strategies. Debriefed during the monthly AVID Site Team meeting and School-wide Innovation Team meeting.

Effectiveness

Monitoring of effectiveness: 1) administration participation in the collaborative meeting days. 2) Grade Level notes that were taken during the process. 3) support staff (Instructional Coach, Program Specialist, Asst. Principal and Principal) conducted classroom visitations to observe instructional strategies and CFA implementation. Coordination of Services Team meeting (COST) met bi-monthly and debriefed the classroom observations and implementation of instructional strategies. There was improvement in the instructional strategies aligned to the Common Core Standards that were given in the classrooms. There was also improvement in the amount of Teacher reflective thinking and collaboration as observed by COST members. Uptick in MAP scores. Evident in the uptick of the EL MAP scores. The number of re-designated 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.

2019-2020 (Year 3)

Implementation

We have continued the practice of providing each Grade Level 1 release day a month for intense Grade Level Collaboration. Grade Levels, working with the Instructional Coach, have developed, and implemented effective Common Formative Assessments (CFA) that assess student learning and drive Instructional Strategies. These Instructional strategies are focused on student gaps in learning. Teachers continue to be trained monthly in collaboration techniques and effective data assessment. At least 50% of our Instructional Coach's monthly schedule is devoted to collaborative team processes and facilitating each grade level's full day Collaboration Meeting. Resources and assistance are provided with activities to improve instructional strategies. The Program Specialist and Instructional coach facilitates the data analysis process from the administration of CFAs at each grade level. The Program Specialist and Instructional Coach, as members of the COST team, provide feedback on the instruction seen during classroom visits. The Coaching cycle is focused on the PLC collaboration process. Both Bilingual Aides are now focused on grades K-4 to better impact the learning of ELs. They are on schedules that rotate through K-4 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 teachers in the WICOR strategies in targeted grades. There is also monitoring monthly through the School-wide Innovation Team Leadership Walks to monitor the implementation of the classroom Instructional Strategies and WICOR strategies. The AVID Site Team and School-wide Innovation Team have combined to form one team to become more efficient and effective in the monitoring of instruction and implementation of AVID Strategies.

Effectiveness

Monitoring of effectiveness: 1) Administration participation in the collaborative full release meeting days. 2) Grade Level notes that were taken during the process. 3) support staff (Instructional Coach, Program Specialist, Asst. Principal and Principal) conducted classroom visitations to observe instructional strategies and CFA implementation. 4) School-wide Innovation Team conducts monthly Leadership Walks to monitor Instructional Strategies in all classroom. Coordination of Services Team meeting (COST) continues to meet bi-monthly and debrief the classroom observations and implementation of instructional strategies. An analysis of observation data recorded during our monthly Leadership Walks has shown that instructional strategies in ELA and Math are not as rigorous and Text Complexity is not strong across grade levels. In addition, Support Staff, School-wide Innovation Team, and Grade Level Teams' analysis of i-Ready and CFA data has shown a weakness in the following domains: 1) Vocabulary skills. 2) Number Operations 3) Geometry skills. There continues to be improvement in the amount of Teacher reflective thinking and collaboration as observed by COST and School-wide Innovation Team members. The number of re-designated students has again increased at the primary grades. However, teaching staff expertise regarding language acquisition and effective strategies for developing academic language in English Learners is a concern.

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

2018-2019 (Year 2)

None

2019-2020 (Year 3)

None

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

2018-2019 (Year 2)

After analysis and discussion of our strategies/activities by the School-wide Innovation Team, Grade Level Innovation Teams, Coordination of Services Team and School Site Council, it was decided to implement monthly Leadership Walks conducted by the School-wide Innovation Team to better monitor the implementation and effectiveness of Instructional Strategies across all grade levels. It was also decided to provide more AVID Professional Development opportunities for staff members who have not yet been trained.

2019-2020 (Year 3)

Provide Professional Development for Teachers on research based AVID and English Learner instructional strategies to assist with vocabulary development, listening, process writing and rigor. Investigate and add more Tutoring Support for struggling students in Reading and Math. It was also decided to combine the AVID Site Team and the School-wide Innovation Team into one to effectively monitor instructional and AVID strategies.

Goal 2 – Equitable Learning Environments

School Goal for Suspension:

By June 2021, reduce suspensions for All Students by 2% to 5% schoolwide.

School Goal for Attendance/Chronic Truancy:

By June 2021, reduce chronic absenteeism for All Students by 5% to 10.1%.

Identified Need

Suspension – 7% suspended at least once (Yellow Performance Level)

Attendance/Chronic Truancy – 15.1% Chronic Absenteeism (Orange Performance Level)

Suspension Rate

All Students
percent of unduplicated suspension

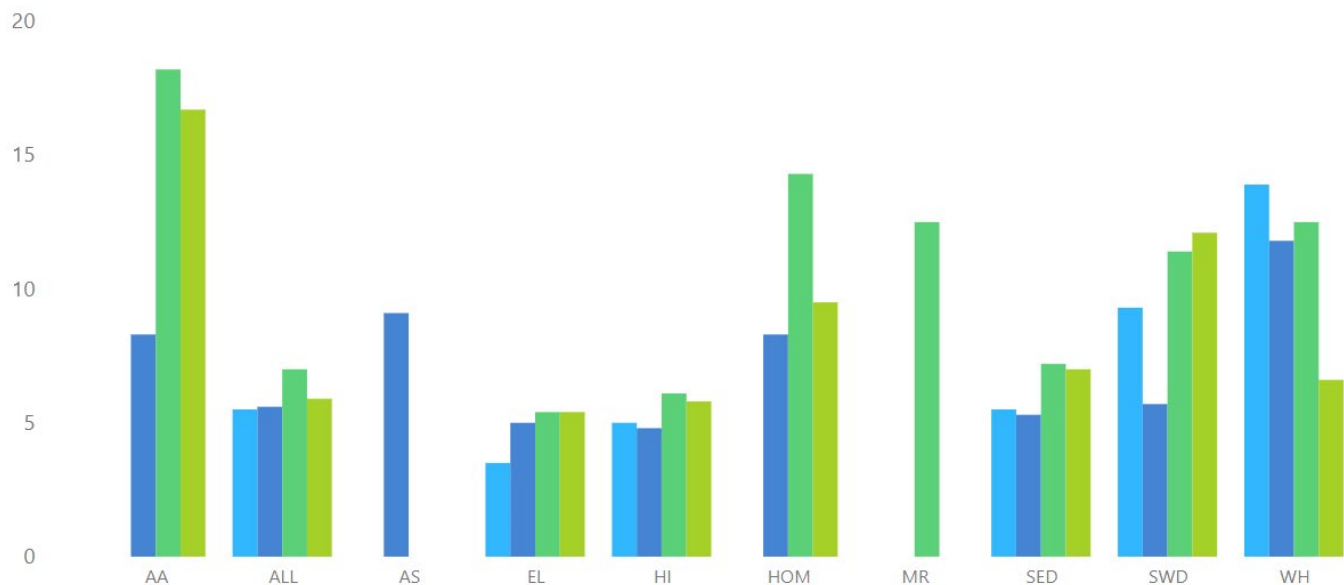


Expulsion

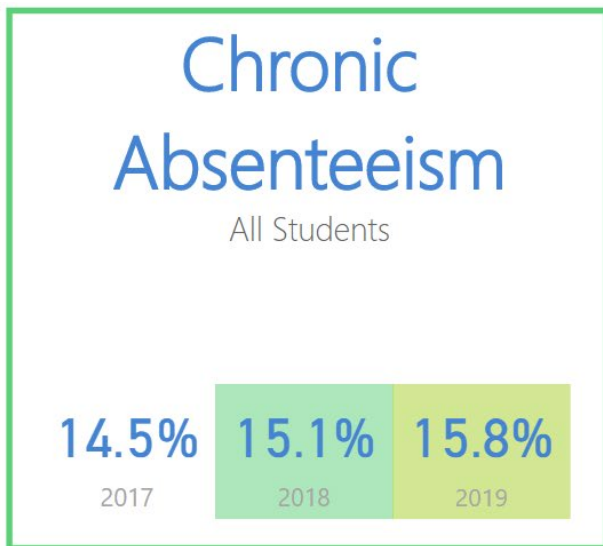
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

Suspension Rate: Student Group

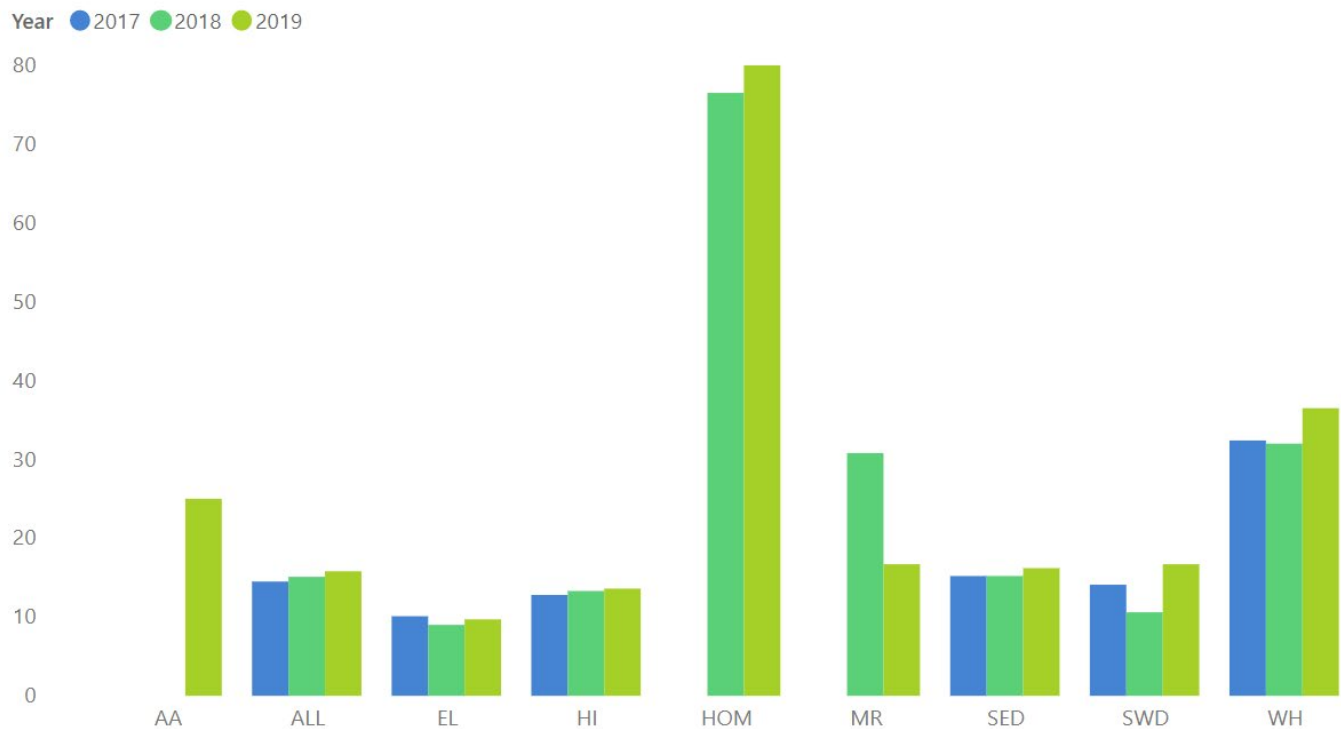
Year ● 2016 ● 2017 ● 2018 ● 2019



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Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7%	5%
Chronic Absenteeism (All Students)	15.1%	10.1%

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, AVID Parent Afternoon Events and Annual Back to School Night Event.

*Excellent and improved student attendance will continue to 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.

*Elmwood counselling program will provide the following services to support and enhance our school climate: participation in suspension conferences, Threat Risk Assessments, Mental Health referrals, culture building school-wide activities and attendance conferences.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 and 2019-2020 (Year 2 and Year 3)

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.

2018-2019 (Year 2)

Implementation

At every monthly assembly, good student attendance is recognized and rewarded. Principals Student Advisory Committee, which is made up with 6-8th grade students is tasked with coming up with strategies/activities to increase student attendance. Parent meetings/workshops – attendance is always discussed including the importance. PLUS students are nominated by teachers and go through an interview process. Impactful student leaders are chosen to meet weekly to work on strategies to encourage more positive participation – academic and co-curricular. The PLUS Students also encourage regular student attendance with their peers. PLUS Students with the assistance of Counselors and Administration facilitate grade level forums on targeted grades (chosen because of attendance issues).

Effectiveness

Attendance rates improved; however, our chronic absenteeism rate needs to be reduced. There always is a significant number of students who want to be part of the PLUS team. The PLUS Team is viewed as a positive influence on the campus and student behavior. Principals Student Advisory Committee and PLUS Team are participating members of our school community and provide input for student life at Elmwood School.

2019-2020 (Year 3)

Implementation

Positive student attendance is recognized and incentivized at every monthly Citizen of the Month assembly. Principals Student Advisory Committee, which is made up with 6-8th grade students, regularly recommends different types of strategies/activities to increase student attendance. The importance of regular student attendance is always discussed at every monthly Parent Workshop and other parent events. Our PLUS Program continues to be strong as evidenced by the impact that PLUS students have on the entire student population. They continue to meet weekly to work on strategies to encourage more positive participation – academic and co-curricular. On a monthly basis, our PLUS Students also encourage regular student attendance with their peers. PLUS Students with the assistance of Counselors and Administration continue to facilitate grade level forums on targeted grades (chosen because of attendance issues).

Effectiveness

Attendance rates improved; it seems our ability to incentivized good attendance has make an impact on our students. However, our chronic absenteeism rate has only reduced a bit. The rate does rise during the winter months. There continues to be a significant number of students who want to be part of the PLUS team. The PLUS Team continues to be viewed as a positive influence on the campus and with student behavior. Principals Student Advisory Committee and PLUS Team members are coordinating and participating in student life activities at Elmwood School. Increased counselor intervention has helped keep our suspension rate low when compared to schools of similar size and population.

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

2018-2019 (Year 2)

None

2019-2020 (Year 3)

None

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

2018-2019 (Year 2)

More emphasis on helping parents understand the importance of regular school attendance for their children. Increase incentives for regular student attendance.

2019-2020 (Year 3)

Recognize and provide incentives for families that have students with good school attendance. Continue to educate parents on the importance of regular school attendance, especially during the winter months when families take extended vacations.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase parent participation in parent activities by 10% as evidenced by all Elmwood Parent Activity Sign-in Sheets.

Identified Need

Meaningful Partnerships:

Lack of parent participation from targeted families in activities to support Elmwood student learning. Satisfaction Survey Data from Elmwood families. Feedback for School Site Council (SSC) and English Learner Advisory Committee (ELAC) members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total Number of Parents Participating in all Parent Activities associated with Elmwood School during the school year.	19/20 School Year: 869 parents	20/21 School Year: 956 parents

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 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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	42000	Title 1 - Books
\$1,000	43110	Title 1 – Instructional Materials
\$1,705	43400	Title 1 – Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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 School will continue to offer AVID Parent Afternoon Events to increase parent knowledge of AVID Strategies utilized by Elmwood students in all grades.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not 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 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 and 2019-2020 (Year 2 and Year 3)

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.

2018-2019 (Year 2)

Implementation

Provided monthly parent workshops 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, Supporting ELA and Math Instruction at home, Nutritional Guidance, Recognizing and Preventing Gang Influence, College/Career readiness. Students nominated by the 6th – 8th Grade Teachers to serve on the Principal's Advisory Committee to provide input on instructional and co-curricular activities. Used AVID Strategies and Socratic Seminars with the Principal's Student Advisory Committee.

Effectiveness

Number of parents attending an Elmwood Meeting averages 35-45 parents. We are also seeing that we have more parents that are becoming involved with their child's teacher through questioning and inquiry of where their student stands academically. Because it is emphasized monthly, students are communicating the importance of attendance to their parents. However, attendance continues to be a concern at the Kindergarten through 2nd grades.

2019-2020 (Year 3)

Implementation

Monthly parent workshops continue to be offered on various topics based on a parent survey given at the beginning of the school year. Topics: Analyzing State Testing Results, School Attendance, supporting ELA and Math Instruction at home, Social Media Training, Drug/Alcohol Abuse, College/Career readiness. Students continue to be nominated by the 6th – 8th Grade Teachers to serve on the Principal's Advisory Committee and provide input on instructional and co-curricular activities. Continue usage of AVID Strategies and Socratic Seminars with the Principal's Student Advisory Committee.

Effectiveness

The number of parents attending an Elmwood Meeting continues to average 35-45 parents. That are even more parents that are communicating with their child's teacher regarding their child's academic standing through Class DoJo. School-wide events, like Back to School Night, AVID Parent Afternoon Events, Fall/Spring Festivals, etc., average about 200 parents. The Elmwood PTA group has become very active in supporting school-wide events. There is a core group of parents that are now more actively involved in supporting the 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.

2018-2019 (Year 2)

Material Changes

None

2019-2020 (Year 3)

Material Changes

None

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.

2018-2019 (Year 2)

Future Changes

Encourage and promote parent participation in the Elmwood PTA group.

2019-2020 (Year 3)

Future Changes

None

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	\$189,557
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	\$380,237

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	\$189, 557

Subtotal of additional federal funds included for this school: \$189,557

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	\$190, 680

Subtotal of state or local funds included for this school: \$190,680

Total of federal, state, and/or local funds for this school: \$380,237

Budget Spreadsheet Overview – Title I

ELMWOOD

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 185,852
TOTAL BUDGET DISTRIBUTED BELOW	\$ 185,852
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 3,705
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,705
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp							\$ -
11700	Teacher Substitute		\$ 15,000	\$ 15,000				\$ 30,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.7000	\$ 100,960					\$ 100,960
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 115,960	\$ 15,000	\$ -	\$ -	\$ -	\$ 130,960
Books & Supplies								
42000	Books		\$ 1,000	\$ 1,000			\$ 1,000	\$ 3,000
43110	Instructional Materials		\$ 12,446	\$ 12,446			\$ 1,000	\$ 25,892
43200	Non-Instructional Materials		\$ 5,000	\$ 5,000				\$ 10,000
43400	Parent Meeting						\$ 1,705	\$ 1,705
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 18,446	\$ 18,446	\$ -	\$ -	\$ 3,705	\$ 40,597
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 1,500	\$ 1,500				\$ 3,000
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 7,500	\$ 7,500				\$ 15,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	\$ 18,000
GRAND TOTAL			\$ 143,406	\$ 42,446	\$ -	\$ -	\$ 3,705	

Budget Spreadsheet Overview – LCFF

ELMWOOD

Preliminary Budget Allocation - LCFF FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 190,680
TOTAL BUDGET DISTRIBUTED BELOW	\$ 190,680
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.3000	\$ 43,269				\$ 43,269
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	1.0625		\$ 55,857			\$ 55,857
24101	Library Media Clerk	0.3125	\$ 18,113	\$ 18,113			\$ 36,226
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 61,382	\$ 73,970	\$ -	\$ -	\$ 135,352
Books & Supplies							
42000	Books		\$ 500	\$ 500			\$ 1,000
43110	Instructional Materials		\$ 23,164	\$ 23,164			\$ 46,328
43200	Non-Instructional Materials		\$ 4,000	\$ 4,000			\$ 8,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 27,664	\$ 27,664	\$ -	\$ -	\$ 55,328
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 89,046	\$ 101,634	\$ -	\$ -	\$ 190,680