School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Fillmore Elementary School

Contents

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fillmore Elementary	39686766042576	Ver 1 – 12/19/2020	Ver 1 – 05/28/2020	Ver 1 – 07/28/2020

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)

Fillmore Elementary is implementing a Schoolwide Program.

As of January 2020, Fillmore is currently eligible for Additional Targeted Support and Improvement (ATSI).

On March 5, 2020, Fillmore formally exited from Comprehensive Support and Improvement (CSI) school and is no longer eligible to receive assistance through CSI.

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.

Fillmore Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(-ies) / activity(-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

Fillmore Elementary developed a one-year (2020-2021) 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 May 28, 2020 and will be presented to the School Board for approval on June 23, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. Due to having qualified as a Comprehensive Support and Improvement (CSI) school in January 2019, Achievement Network (ANET) was identified as consultants to work alongside school leadership to strengthen schoolwide practices and culture using learning standards and achievement data. However, knowing that the school district would provide CORE consultation to help implement the newly adopted curriculums on site, the newly hired principal and newly assigned assistant principal, with SSC's agreement, thought best to adhere to district provided consultation. ANET was not used as consultants during the 2019-2020 school year.

Fillmore Elementary and its School Site Council reviewed the progress of the 2019-2020 SPSA culminating in 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 January 27, 2020 and May 22, 2020 School Site Council meetings. During the January 27, 2020 meeting, the SSC discussed the possibility of more professional development in the areas of: Professional Learning Communities and other Solution Tree learning opportunities, Advancement Via Individual Determination (AVID), Project Lead the Way (PLTW), Project Guided Language Acquisition Design (Project GLAD), and trauma informed instruction, etc. provided that monies are available to fund the professional development mentioned. During the May 22, 2020 meeting, the SSC discussed the possibility of exploring consultation services to help enhance literacy in the areas of but not limited to phonemic awareness, sound spelling combination, early reading interventions and supports, late reading interventions and supports, writing supports, etc. Should funding become available, the SSC would allocate monies to fund professional development attached to improving the area of literacy. As an extension to literacy, the SSC also discussed the implementation of a writing program at Fillmore Elementary which would include a writing portfolio project that would start in kindergarten and culminate in Grade 8 at which point the typical Grade 8 student would promote from Fillmore with a writing portfolio housing the most meaningful pieces, as deemed by teachers during grade level PLCs, spanning back to kindergarten. Again, should monies become available, the SSC would like to purchase a proven writing program for Fillmore teachers to implement.

Based on feedback from ELAC meetings, particularly on December 19, 2019, parents felt there was a lack of parent involvement and training for parents to help them better support their child at home. Topics and concerns from ELAC were presented to SSC.

As a result of the stakeholder involvement and data reviews, Fillmore Elementary has been able to complete the Decision Making Model in May 2020. Professional Development in Math and ELA for the Instructional Coach, Program Specialist, teachers and administration were deemed necessary. In addition, the need for release time to allow teachers to collaborate on best practices, implement the new curriculum in ELA and Math, refine AVID and CORE instructional strategies were discussed and agreed as necessary.

Resource Inequities

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

The inequities that ELAC identified on December 19, 2019 include the need for consistent parent communication, opportunities for parent trainings to better support their children at home, and supplies necessary to help students achieve while at school. Topics and concerns from ELAC were presented to SSC.

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, Fillmore will decrease the distance from grade level standard in ELA for all students by a minimum of 3 points to -46.9 points below standard.

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

By June 2021, Fillmore will decrease the distance from grade level standard in Math for all students by a minimum of 3 points to -71.9 points below standard.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA

Percentage of students that met or exceeded grade level standards for all students:

16-17: 20.00

17-18: 19.74

18-19: 23.79

ELA Distance from standard:

Students overall: -46.9

Students with Disabilities (SWD): -155.4

African American (AA): -86.0

English Learners (ELs): -51.8

Analysis: Students overall are -46.9 (+14.4) points away from meeting grade level standards. SWD are -155.4 (-2.3) points away, AA are -86.0 (+8.6) points away and ELs are -51.8 (+17.9) points away from meeting grade level standards

ELA iReady (Winter):

Percentage of students that met or exceeded grade level standards:

19-20: 21% (Green)

Analysis: 79% of all students have not met grade level standards

ELPAC:

2019 ELPAC:

16.10% Level 4

36.44% Level 3

32.20% Level 2

15.25% Level 1

Percentage of students that are making progress towards English:

2019: 44.20%

2018: 22.50%

EL Reclassification Rates

Percentage of students reclassified from English Learner to English Proficient

16-17: 19.70%

17-18: 22.50%

18-19: 19.90%

Root Causes in ELA:

* There is a lack of professional development in writing across the grade levels and in alignment with SBAC in grades K-8.

* There is a lack of professional development of effective strategies to develop listening skills and Tier 2 and Tier 3 vocabulary in grades K-8 during designated and integrated ELD.

* There is a lack of vertical articulation around priority ELA standards and the ins and outs for grade levels K-8.

* Most ELA instruction is not very interactive, authentic or rigorous; there's a lot of non-fiction and the reading is generally not culturally relevant. Our weakest domain overall is writing.

* Nearly 40% of students are struggling with vocabulary and comprehension (literature and informational text) on iReady.

* There were seven first year teachers for the 2019-2020 school year in Grades 4, 5, 6 (out of two sections of Grade 4, three sections of Grade 5, three sections of Grade 6, and one section of SDC 4-6). There were two veteran teachers in Grades 4-6; one apiece in Grade 5 and Grade 6. Of the seven new teachers, no one possessed a teaching credential as they were all hired as district interns with the exception of one Grade 6 teacher who was hired as a STP/PIP candidate.

*There was one first-year teacher in kindergarten and one first-year teacher in Grade 3. Our first-year Grade 3 teacher went on maternity leave coinciding with Winter Break. One Grade 2 teacher (veteran) went on medical leave in February 2020. Both teachers were expected to return after Spring Break and resumed their positions during distance learning due to COVID-19.

*The principal was only able to hire four of fourteen teachers due to recruitment and hiring taking place (on June 1, 2019) before principal's appointment (June 11, 2019).

* We have not provided a lot of SBAC aligned strategies for listening for teachers and opportunities to strengthen listening for students.

* There is a lack of knowledge about language acquisition and effective strategies for developing academic language across content areas and making ELs accountable for using the vocabulary orally and in writing once the words have been introduced.

* There is a lack of knowledge around Common Core State Standards, especially amongst first year teachers.

Math

Percentage of students that met or exceeded grade level standards for all students:

16-17: 15.27%

17-18: 20.50%

18-19: 20.69%

Math Distance from standard:

Students overall: -74.9

Students with Disabilities (SWD): -173.9

African American (AA): -139

English Learners (ELs): -79.2

Analysis: Students overall are -74.9 (Maintained 2.2) points away from meeting grade level standards. SWD are -173.9 (+5.7) points away, AA are -139 (-7.9) points away and ELs are -79.2 (+4.9) points away from meeting grade level standards

Math iReady (Winter):

Percentage of students that met or exceeded grade level standards:

19-20: 14% (Green)

Analysis: 84% of all students have not met grade level standards

Root Causes in ELA:

* There were seven first year teachers for the 2019-2020 school year in Grades 4, 5, 6 (out of two sections of Grade 4, three sections of Grade 5, three sections of Grade 6, and one section of SDC 4-6). There were two veteran teachers in Grades 4-6; one apiece in Grade 5 and Grade 6. Of the seven new teachers, no one possessed a teaching credential as they were all hired as district interns with the exception of one Grade 6 teacher who was hired as a STP/PIP candidate.

*There was one first-year teacher in kindergarten and one first-year teacher in Grade 3. Our first-year Grade 3 teacher went on maternity leave from Winter Break. One Grade 2 teacher (veteran) went on medical leave in February 2020. Both teachers were expected to return after Spring Break and resumed their positions during distance learning due to COVID-19.

*There was one second-year teacher and one first-year teacher to teach math in Grades 7 and 8. The two teachers were assigned a total of six math sections between them; the second-year teacher was assigned one section of Grade 7 math while the first-year teacher was assigned the remaining five sections of Grade 7 and Grade 8 math due to credential program designation. The first-year teacher was recommended for non-reelection for the 2020-2021 school year in January 2020. The same teacher was subsequently released from his assigned teaching position on March 21, 2020. The

entirety of distance learning (as a result of COVID-19; March 23 – May 27, 2020) for five sections of middle school math was taught by a long-term substitute teacher.

*There is a lack of knowledge around Common Core State Standards, especially amongst first year teachers.

*Of credentialed teachers, no one currently holds a math single subject teaching credential.

*No teacher on campus has a mathematics degree.
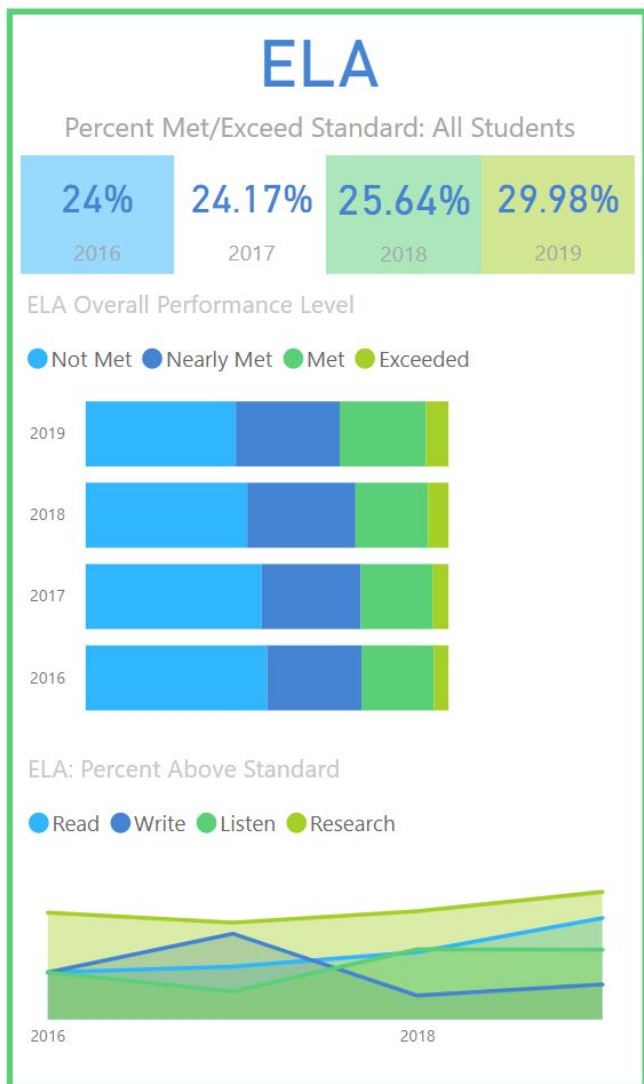
ELA

Percent Met/Exceed Standard: All Students

24%	24.17%	25.64%	29.98%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
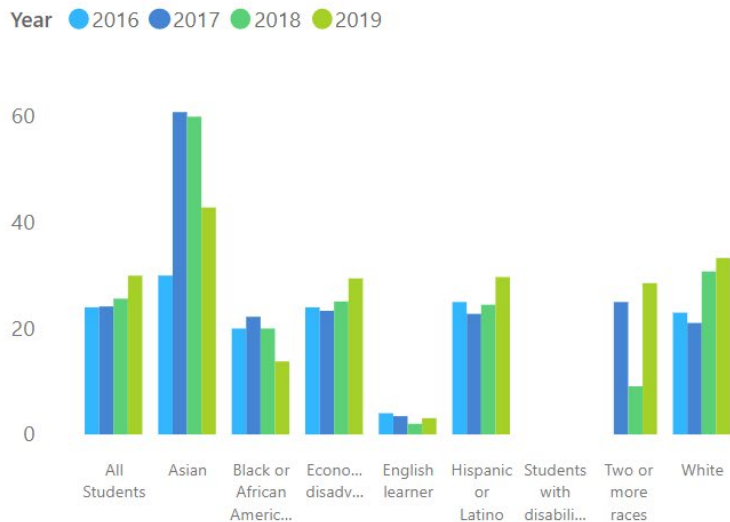
Year ● 2016 ● 2017 ● 2018 ● 2019
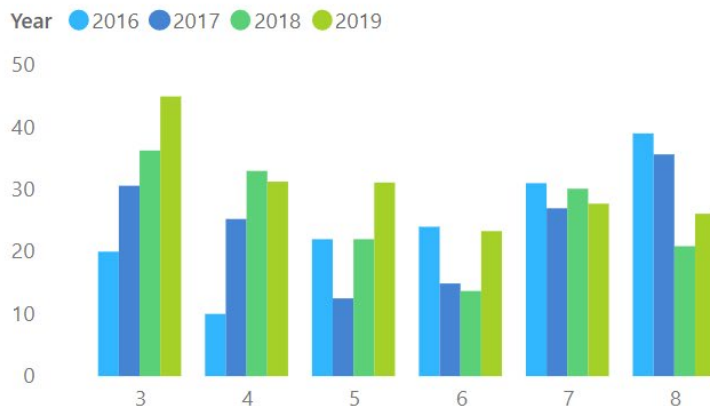
2019 Prelim ELA CAASPP: Area - Percent Above Standard
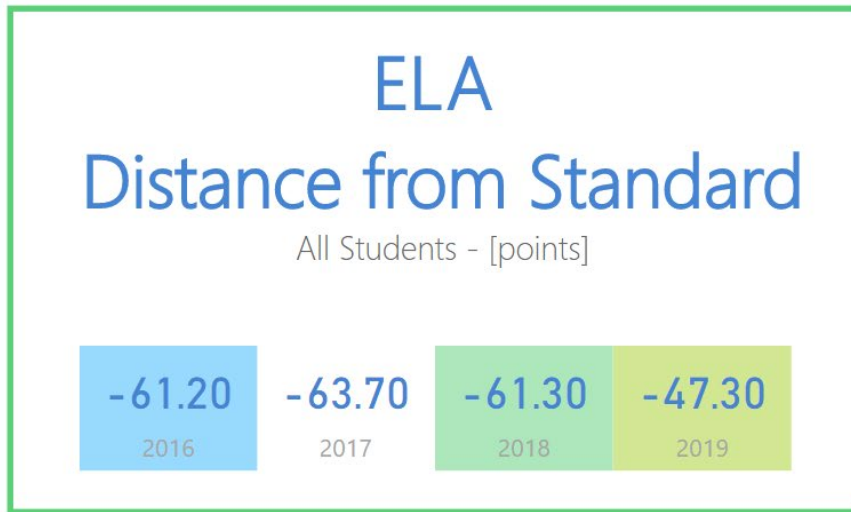
● Read ● Write ● Listen ● Research

page 2   SUSD RA 12122019 v3r1

ELA
Distance from Standard
All Students - [points]

-61.20	-63.70	-61.30	-47.30
2016	2017	2018	2019

ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

page 3   SUSD RA 12122019 v3r1

2019 Summative ELPAC

ELPAC Overall Performance Level

15.25%	32.2%	36.44%	16.1%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

01
02
03
04
05
06
07
08
KN

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

| 12% | 24% | 36% | 28% |

● Level 1
● Level 2
● Level 3
● Level 4

01 02 03 04 05 06 07 08 KN
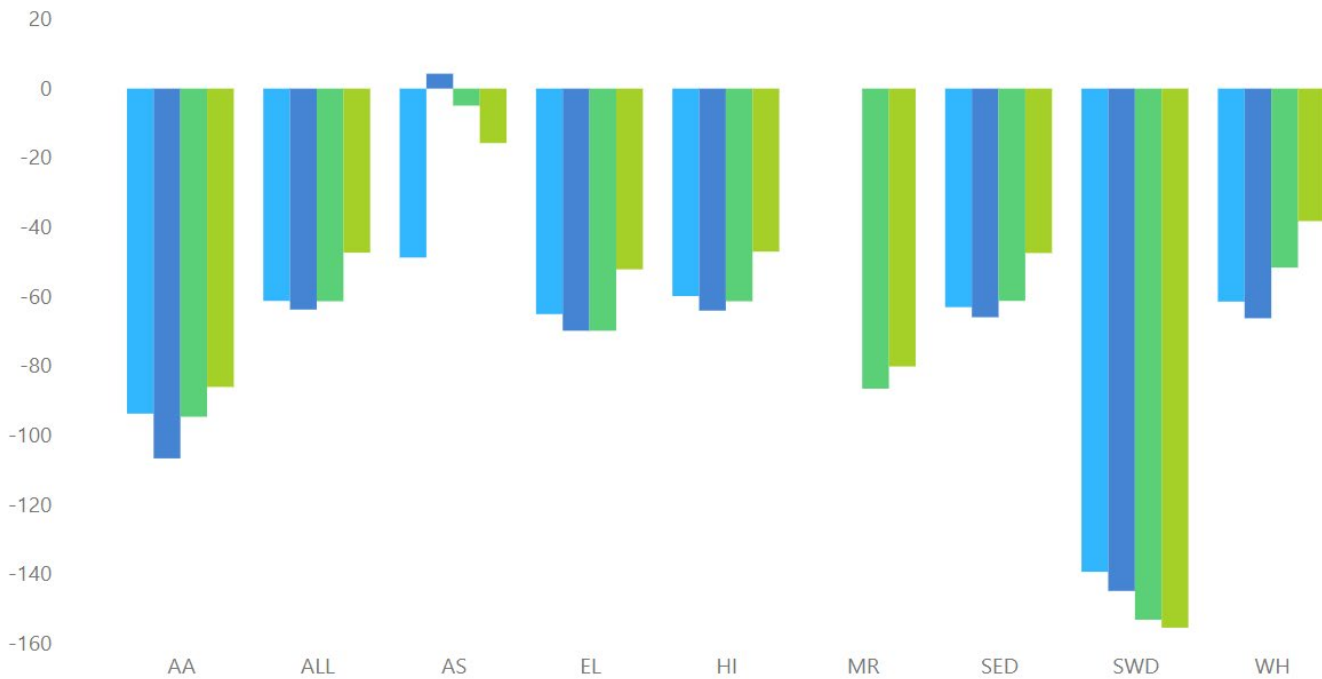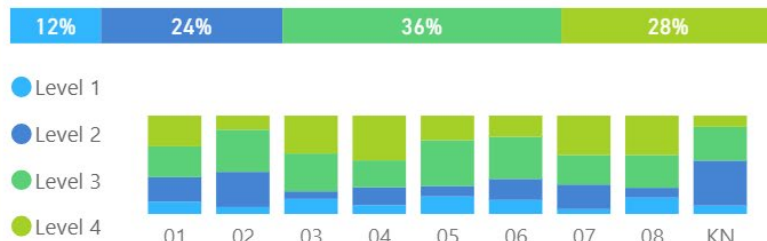
Written Language Overall Performance Level

| 22% | 45% | 29% | |

● Level 1
● Level 2
● Level 3
● Level 4

01 02 03 04 05 06 07 08 KN
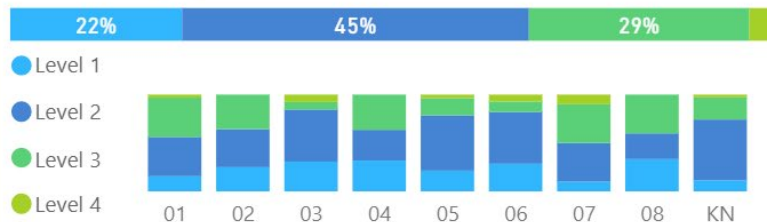
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write

01 02 03 04 05 06 07 08 13 KN
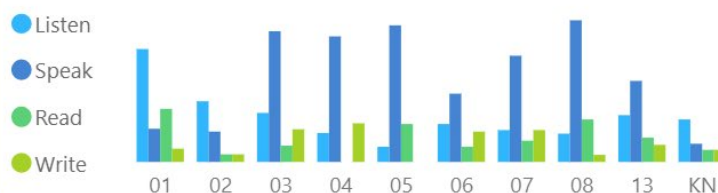
English Learner Progress
Reclassification Rates

11.10%	19.70%	22.50%	19.90%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

44.2%

ELPI 2019

page 6   SUSD RA 12122019 v3r1

Math

Percent Met/Exceed Standard: All Students

23%	20.73%	20.5%	20.69%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019
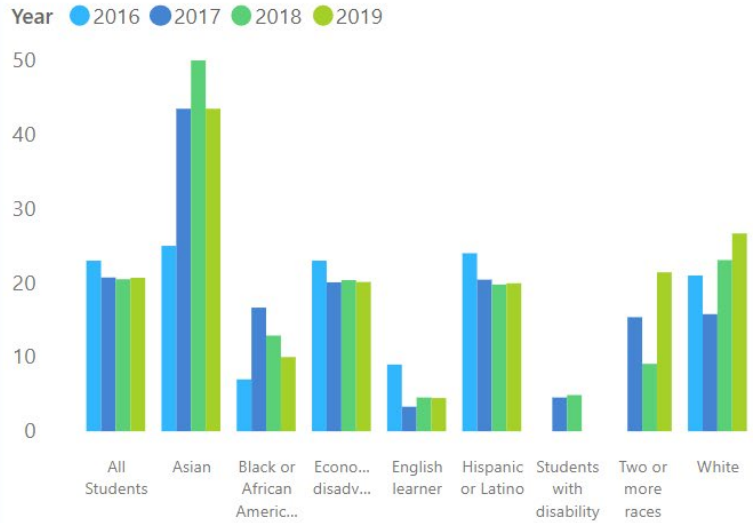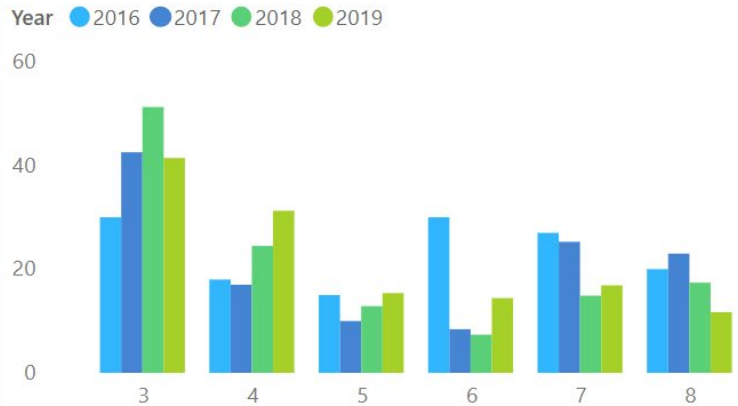
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

page 4   SUSD RA 12122019 v3r1

Math
Distance from Standard
All Students - [points]

-66.40	-69.40	-77.00	-74.90
2016	2017	2018	2019

Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

page 5   SUSD RA 12122019 v3r1
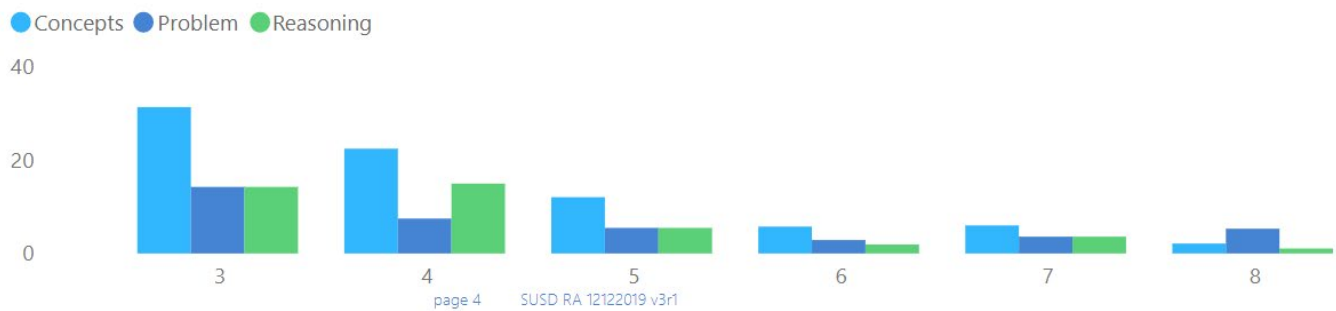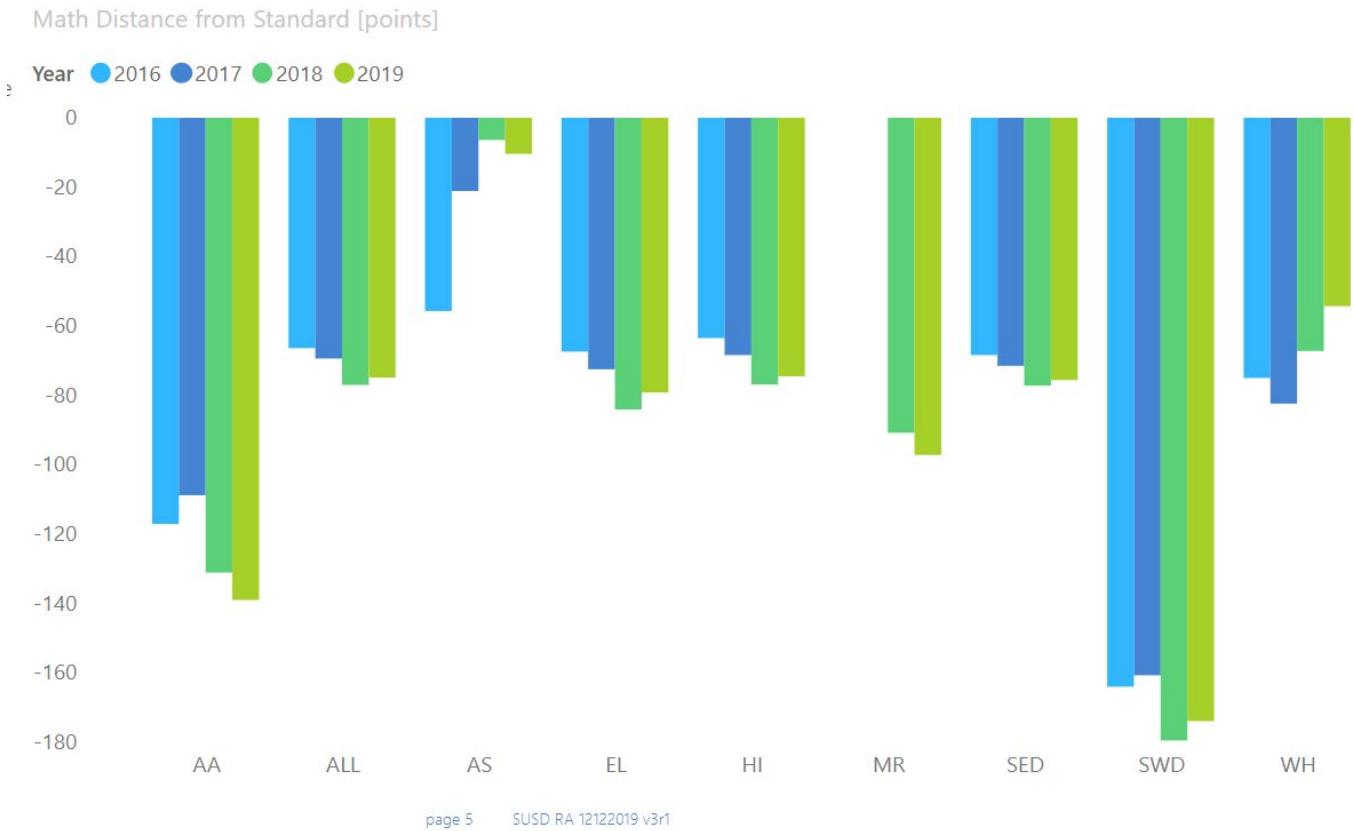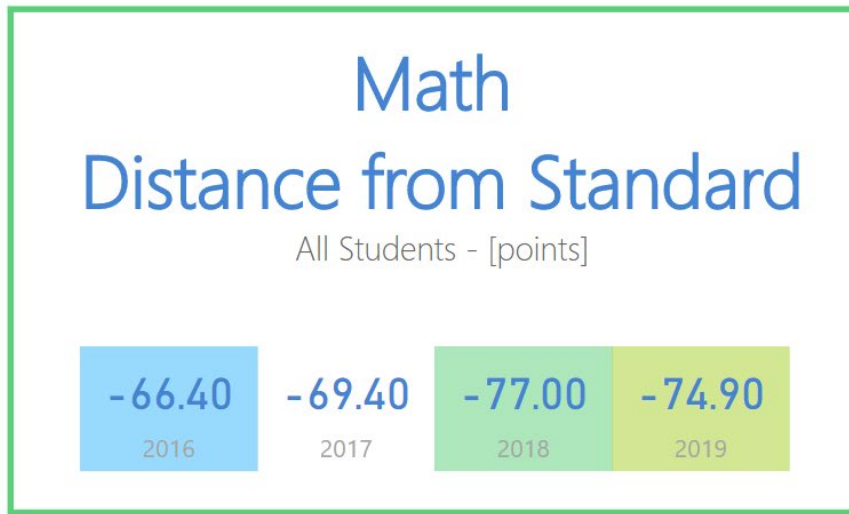
PSAT NMSQT Grade 10

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

21.00%
18.00%
14.00%

Percent Met Mathematics Benchmark
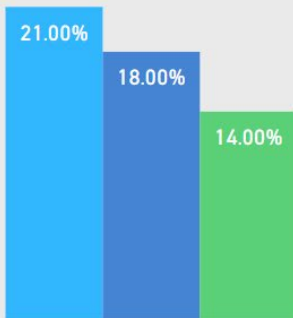
Year ● 2016 ● 2017 ● 2018

10.00%
14.00%
9.00%

page 9   SUSD RA 12122019 v3r1

Percent Met ERW & Math Benchmark

6.00%   6.00%

1.00%

2016   2017   2018

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-46.9 points below standard	-43.9 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-74.9 points below standard	-71.9 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

Strategy/Activity

To provide students with resources and supports to increase writing proficiency using AVID WICOR strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).

1 FTE Program Specialist (PS):

.5 FTE Title I: Identify students for reading and math intervention, assist with organization and scheduling of intervention. iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission. CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students. As AVID program manager, PS will assist with site leadership meetings, collect AVID evidence, assist in certification documents, assist in AVID recruitment process, and provide ongoing site based training in AVID strategies to increase fidelity across the school with AVID strategies and new curricula adoptions. The PS will help with collecting evidence to insure AVID certification, plan three to five AVID family nights throughout the year, and monitor AVID implementation to ensure that we regain "showcase" status in the upcoming school year. In addition, the PS will also assist teachers in their PLC to review data and identify what strategies would be helpful in improving student data.

> *.5 FTE Title 1 salary and benefits = $70,969

.5 FTE LCFF: English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering test will also be conducted by PS. In addition, PS will schedule ELD students, identify and verify ELPAC score

data for each classroom, schedule students into appropriate ELD course(s), monitor designated ELD classes, support ELD instruction, and schedule and conduct ELD classroom walks. SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering test will also be conducted by PS. PS will also manage CORE materials, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, maintain Destiny order student and teacher materials, maintain math and science inventory and distribution of resources. PS will participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, and advocate for students. PS will provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. PS will serve PLTW coordinator which will include monitoring and inventorying the PLTW curriculum and components; assist in evidence, district visits, inventory and distribution of materials, and coordinating staff training. PS will serve on operations team and leadership committee.

> * .5 FTE LCFF salary and benefits = $70,969

Science labs would provide space for students to explore and interact with PLTW, NGSS and STEM curriculum and projects for which our teachers have been trained and continue to receive training. Materials and equipment needed for science labs are microscopes, beakers, flask, wash basins, goggles, thermometers, aprons, glass slides, tweezers, measuring materials, scales, weights, etc.

Applicable supplemental instructional materials include AVID specific organization and writing project materials for students, schoolwide, are: poster/chart paper, markers, colored paper, highlighters, etc. In addition to these materials, Fillmore would need writing crates for all classrooms (K-8) and sufficient manila folders for every student to roll out the pilot writing portfolio project. The writing portfolio project includes grade level teams deciding three pieces of full process writing projects; one for each trimester. This would also include teachers working towards vertical articulation for writing expectations for their grades levels and those directly below and above their grade level. Starting in the 2020-2021 school year, each child should have three pieces of full process writing in their folders by May 27, 2021. The kindergarten class that started in 2020-2021 is expected to have 27 pieces of full process writing (essays) by the time the class promotes from Fillmore.

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instruction, such as co-teach, lesson studies, demo lessons in the classroom, action walks, conferences (e.g. PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis based on iReady and Benchmark results, data collection and analysis, ELD strategies, etc. which would require that they are provided release time. In order for teachers to have release time, substitute teachers would be hired for the day.

Substitute Teacher Pay Calculation (Object Code 11700):

To be used to provide teachers with professional learning opportunities – to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum

and reviewing the key standards, to support core instruction such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration

> *135 days X $200 = $27,000 (allocated $27,000)

Teacher Additional Comp Pay Calculation (Object Code 11500):

To be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. which will be provided through coaching with instructional coach, program specialist, and administration, or with district-based professional development.

> *20 teachers X 4 hours X $60 rate of pay = $4,800 total cost (allocated $5,000)

Conferences/Trainings/Workshops: (Object Code 52150):

ELA Workshops – June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

Math Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

PLC Conference - June 2020 - administrator, program specialist, instructional coach, counselor, and 1 teacher from each life level.

AVID Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level. ($5,000)

Consultant Agreement Potential:

Through CSI qualification, Fillmore worked with a consultant from CORE for the 2019-2020 school year. There is a need to continue to enhance literacy in the areas of but not limited to phonemic awareness, sound spelling combination, early reading interventions and supports, late reading interventions and supports, writing supports, etc. Should funding become available, we would allocate monies to fund professional development attached to improving the area of literacy. As an extension to literacy and improvement of writing schoolwide, writing will be a focus point of all grade levels. And to that end, we will implement a writing program at Fillmore Elementary which would include a writing portfolio project that would start in kindergarten and culminate in Grade 8 at which point the typical Grade 8 student would promote from Fillmore with a writing portfolio housing the most meaningful pieces, as deemed by teachers during grade level PLCs and vertical alignment planning, spanning back to kindergarten. Again, should monies become available, we would like to purchase a proven professional writing program for Fillmore teachers to implement.

Instructional Materials (Object Code 43110):

> *writing crates and manila folders for every classroom = $1,000

> *$15,537 allocated

Duplicating (Object Code 57150):

Duplicating services include AVID planners which students will use as an organizing tool school wide.

*$4,500 allocated for planners

Maintenance Agreement (Object Code 56590):

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, etc. Maintenance agreements ensure all the equipment are available and usable to provide a print rich environment. Teachers will also have access to virtual/flipped classroom instruction.

MACHINE	ACCOUNT	AMOUNT
Title I-DP-U510	120150140	$ 598.56
Title I-DP-S510	080453216	$ 375.41
Title I-DP-U510	120150141	$ 295.00
Title I-DP330DL	020860814	$ 295.00
Title I-EQP LAM 4250 US 115V 1U	52246	$ 514.80

*allocated $5,000

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
$70,969	19101	.5 FTE Program Specialist (salary and benefits)
$27,000	11700	Teacher Substitute
$5,000	56590	Maintenance Agreement
$4,500	57150	Duplicating
		2 @ .5 FTE Instructional Coach – Centralized Service

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$70,969	19101	.5 FTE Program Specialist (salary and benefits)

$ 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 and Subgroups: English Learners, Students with Disabilities

Strategy/Activity

Science Related Strategy:

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.

Teachers will also teach PLTW and other supplementary work after school for additional hourly pay.

Teacher-Add Comp (Object Code 11500):

*20 teachers X 4 hours X $60 rate of pay = $4,800 total cost (allocated $5,000)

Conferences (Object Code 52150):

* PLTW Conference - June 2020 - 1 teacher from middle school ($2,500 X 1 teacher = $2,500)

Science labs would provide space for students to explore and interact with PLTW, NGSS and STEM curriculum and projects for which our teachers have been trained and continue to receive training. With science labs completely equipped, teachers will enhance NGSS curriculum, PLTW curriculum, and STEM curriculum through hands-on science experiments to integrate PLTW and STEM with NGSS while also promoting literacy and writing skills.

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.

Instructional Assistant (Object Code 21101):

Instructional Assistants will coordinate small group using interactive K-W-L, Close Read, Sentence Pattern Charts, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, and Literacy Station to facilitate and support students while the teacher works one-on-one or small groups with students. Instructional Assistants will support students in phonemic awareness and reading comprehension under the supervision of certificated staff. Instructional Assistants will also provide students help with writing assignments as well.

*Title I Funds: $17,854 (1 IA @ .4375)

*LCFF Funds: $30,798 (2 IA @ .4375)

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
$5,000	11500	Teacher-Add Comp
$5,000	52150	Conference
$17,854	21101	.4375 FTE Instructional Assistant (salary and benefits)

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$30,798	21101	2 @ .4375 FTE Instructional Assistant (salary and benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Subgroups: English Learners, Students with Disabilities

Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc.

Bilingual Assistant (Object Code 21101):

Bilingual Assistants (BA) will pull EL students daily to reinforce concepts taught in ELA and math. Students will be scheduled time with the BAs to increase reclassification rate. BAs will work collaboratively with teachers and PS to identify areas of need to support EL students. The PS will coordinate ELPAC testing and monitor EL students' reclassification including disseminating data from all assessments. The PS will work closely with BAs to ensure that strategies used with students are appropriate.

　　　　*LCFF Funds - 2 Bilingual Assistants = $73,561

Library Media Clerk (Object Code 24101):

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk with also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds/read-alongs. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level.

　　　　*LCFF Funds - .4375 X 1 = $20,205

Teachers will enhance integrated/designated ELD/ELD curriculum using GLAD techniques.

Instructional Materials (Object Code 43110):

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper. School wide, students will receive planners, binders, dividers, pencil pouches, pens, pencils, highlighters, sticky notes of various sizes (Post-It notes), glue sticks, etc.

*$8,037 allocated in Title I funds

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.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

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
$8,037	43110	Instructional Materials
$10,000	58450	License Agreements

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$73,561	21101	1.25 Bilingual Assistants
$20,205	24101	Library Media Clerk
$9,267	43110	Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, 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 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 Services

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
		Centralized Services

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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

1.1 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore. Direct Interactive Instruction model of lesson design is a school-wide expectation at Fillmore for all teachers. Professional Learning Communities are an integral for Data Analysis and Action Plans. Collaboration takes place at all grade levels - three times a month. Each grade level sets SMART Goals and adjusts their instruction based on Common Formative Assessments and discussions with their team members. Implementation of MTSS – There is a set time daily. Three instructional assists are used school wide, K-8.

1.2 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore.

1.3 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore.

1.4 AVID Strategies were implemented school wide - Kindergarten through 8th grade. School wide AVID Matrix is in place - AVID site team meets monthly to create an agreed upon system of expectations for all students at Fillmore. Direct Interactive Instruction model of lesson design is a school-wide expectation at Fillmore for all teachers. Professional Learning Communities are an integral part of Fillmore's Data Analysis and Action Plans. Collaboration takes place at all grade levels - three times a month. Each grade level sets SMART Goals and adjusts their instruction based on Common Formative Assessments and discussions with their team members. Implementation of MTSS. 3 instructional assists are used school wide, K-8.

-We chose not to move forward with ANET because of other services provided to us through the district. Teachers were provided with pedagogical trainings due to the new curriculums. And we also had the benefit of CORE consolation (12 visits) through qualifying from CSI.

Effectiveness

1.1 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. There was a slight increase in 2018-2019 in SBAC Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts. There was an increase in English Language Arts in 2018-2019.

1.2 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. There was a slight increase in 2018-2019 in SBAC Math. Fillmore's SBAC Data

increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts. There was an increase in English Language Arts in 2018-2019.

1.3 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. There was a slight increase in 2018-2019 in SBAC Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts. There was an increase in English Language Arts in 2018-2019.

1.4 Fillmore's SBAC Data stagnated from Spring 2016-2017 school year to Spring 2017-2018 school year in Math. There was a slight increase in 2018-2019 in SBAC Math. Fillmore's SBAC Data increased by 2% from Spring 2016-2017 school year to Spring 2017-2018 school year in English Language Arts. There was an increase in English Language Arts in 2018-2019.

Due to the interruptions caused by COVID-19, we do not know the full impact of our implementations.

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

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

1.1 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Instruction.

1.2 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Instruction.

1.3 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Instruction.

1.4 Instructional Assists will be used in grades K-6, instead of K-8. Fidelity with AVID strategies needs to be strengthened school wide. New teachers need to be trained in AVID strategies and Direct Instruction.

SPSA Year Reviewed: 2019-2020 – 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.

The goals implemented for Year 3 2019-2020 were evaluated for the period of July 1, 2019 through March 31, 2020. The period of April 1, 2020 to June 20, 2020 were interrupted by the global pandemic, COVID-19. Teachers and students transitioned to distance learning during this period. Conferences scheduled were postponed or canceled. Our school district also put a moratorium on travel to other states to attend board approved conferences. We do not know if monies not used for the various conferences and trainings will carry over to the following school year.

Goal 2 – School Climate

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

By June 2021, Fillmore will decrease the suspension rate for all students who are suspended by 0.3% from 6.3% to 6.0%.

By June 2021, Fillmore will decrease the suspension rate for Socioeconomically Disadvantaged students by 0.3% from 6.6% to 6.3%.

By June 2021, Fillmore will decrease the suspension rate for African American students by 0.3% from 14.6% to 14.3%.

By June 2021, Fillmore will decrease the suspension rate for English Learner students by 0.3% from 4.0% to 3.7%.

By June 2021, Fillmore will decrease the suspension rate for Hispanic students by 0.3% from 5.7% to 5.4%.

By June 2021, Fillmore will decrease the suspension rate for Students with Disabilities by 0.3% from 9.1% to 8.8%.

By June 2021, Fillmore will decrease the suspension rate for White students by 0.3% from 8.5% to 8.2%.

By June 2021, Fillmore will decrease the suspension rate for Homeless students by 0.3% from 2.9% to 2.6%

By June 2021, Fillmore will decrease the suspension rate for students of Two or More Races by 0.3% from 8.7% to 8.4%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, Fillmore will decrease our chronic absenteeism rate for all students by 0.5% from 22.2% to 21.7%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for Socially Disadvantaged students by 0.5% from 23.3% to 22.8%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for African American students by 0.5% from 48.9% to 48.4%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for English Learners by 0.5% from 17.3% to 16.8%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for Hispanic students by 0.5% from 19.8% to 19.3%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for Students with Disabilities by 0.5% from 30.2% to 29.7%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for White students by 0.5% from 20.0% to 19.5%.

By June 2021, Fillmore will decrease our chronic absenteeism rate for Asian students by 0.5% from 13.9% to 13.4%

By June 2021, Fillmore will decrease our chronic absenteeism rate for Homeless students by 0.5% from 32.3% to 31.8%

By June 2021, Fillmore will decrease our chronic absenteeism rate for students of Two or More Races by 0.5% from 50.0% to 49.5%.

Identified Need

Suspension – CA Dashboard: Red Indicator as suspension rates increased by 1.2%

Comparison for out of school days of suspension: 159 days March 2019 vs 121 days mid-March 2020

Suspension Rates:

Suspension	2017	2018	2019
All Students	3.5%	5.1%	6.3%
Indicator	Orange	Orange	Red
Change	-/+0.1%	+1.6%	+ 1.2%
Socioeconomically Disadvantaged	3.6%	5.2%	6.65
Indicator	Orange	Orange	Red
Change	-/+0.2%	+1.7%	+ 1.4%
African American	5.1%	16.7%	14.6%
Indicator	No Performance Color	Red	Orange
Change	-10.9%	+11.5%	-2.1%
English Learners	1.5%	2.8%	4.0%
Indicator	Green	Orange	Orange
Change	-0.6%	+1.4	+1.2%
Hispanic	2.9%	4%	5.7%
Indicator	Green	Orange	Orange
Change	-0.4%	1.2%	+1.7%
Students with Disabilities	6.2%	10.1%	9.1%
Indicator	Red	Red	Orange
Change	+0.9%	+4.0%	-1.1%
White	9.7%	8.8%	8.5%
Indicator	Red	Orange	Orange
Change	+5.4%	-1.0%	-0.3%
Homeless	3.7%	6.5%	2.9%
Indicator	No Performance Color	No Performance Color	Green
Change	-2.2%	+2.7%	-3.6%

Foster Youth	4.4%	Less than 11 stus (2)	Less than 11 stus (5)
Indicator	No Performance Color	No Performance Color	No Performance Color
Change	-6.2%	Data Not Displayed	Data Not Displayed
Students of Two or More Races	5.0%	8.7%	8.7%
Indicator	No Performance Color	No Performance color	No Performance Color
Change	-/+ 0%	+4.7%	-/+ 0%

Attendance/Chronic Truancy – CA Dashboard: Orange Indicator as chronically absent students' rates declined by 0.7% to 22.2%

CA Dashboard results for Chronic Absenteeism:

Chronically Absent	2017	2018	2019
All Students	No Data Available	22.9%	22.20%
Indicator		Red	Orange
Change		-4.2%	-0.7%
Socioeconomically Disadvantaged	No Data Available	23.3%	23.3%
Indicator		Red	Red
Change		+3.8%	-/+ 0%
African American	No Data Available	38.6%	48.9%
Indicator		Orange	Red
Change		-3.0%	+10.3%
English Learners	No Data Available	16.6%	17.3%
Indicator		Red	Orange
Change		+4.6%	+0.7%
Hispanic	No Data Available	20.9%	19.8%
Indicator		Red	Yellow
Change		+5.1%	-1.1%
Students with Disabilities	No Data Available	26.9%	30.2%
Indicator		Red	Red

Change		+1.5%	+3.3%
White	No Data Available	30.9%	20.0%
Indicator		Red	Yellow
Change		-/+ 0.4%	-10.9%
Asian	No Data Available	0%	13.9%
Indicator		Blue	Orange
Change		-5.0%	+13.9%
Homeless	No Data Available	30.8%	32.3%
Indicator		No Performance Color	No Performance Color
Change		-40.7%	-1.5%
Foster Youth	No Data Available	Less than 11 stus (2)	Less than 11 stus (5)
Indicator		No Performance Color	No Performance Color
Change		Data Not Displayed	Data Not Displayed
Students of Two or More Races	No Data Available	60.9%	50.0%
Indicator		No Performance Color	No Performance Color
Change		15.4%	-10.9%

School Climate:

By January 31, 2020 85% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 72% of students in Grades 6 – 8 in the same period.

In 2018-2019 (Winter; January 31, 2019), 79% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 68% of students in Grades 6 – 8 in the same period.

In 2018-2019 (Fall; September 10, 2018), 86% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 78% of students in Grades 6 – 8 in the same period.
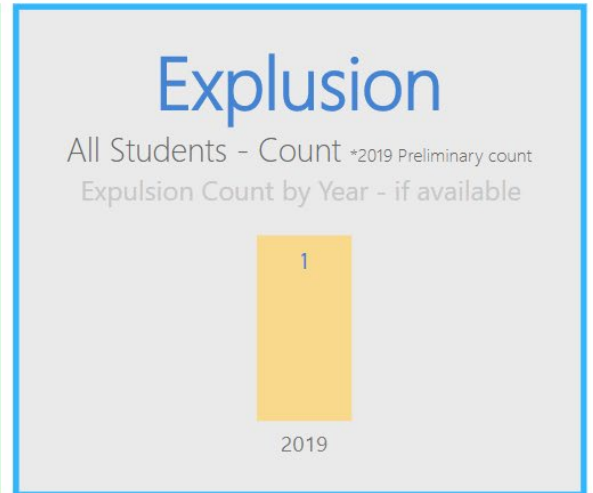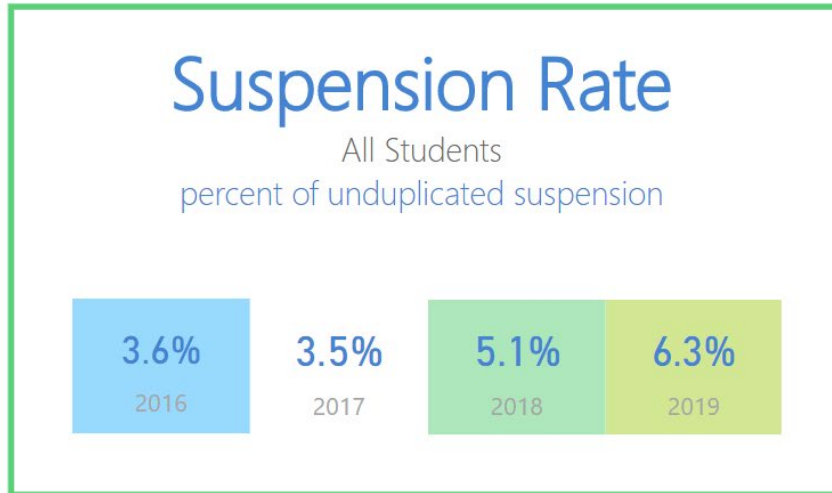

In 2017-2018 (End of Year Survey; May 30, 2018), 81% of students in Grades 4 and 5 reported feeling like they are part of the school. Data not available for students in Grades 6 – 8 for the same reporting period.

In 2017-2018 (Mid-Year Survey; February 2, 2018), 76% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 71% of students in Grades 6 – 8.

In 2017-2018 (Base Survey; October 6, 2017), 86% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 74% of students in Grades 6 – 8.

Suspension Rate
All Students
percent of unduplicated suspension

3.6%	3.5%	5.1%	6.3%
2016	2017	2018	2019

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

1
2019

Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

School Plan for Student Achievement| SY 2020-2021   Page 35 of 57
Version 1 – Board Approval 07/28/2020
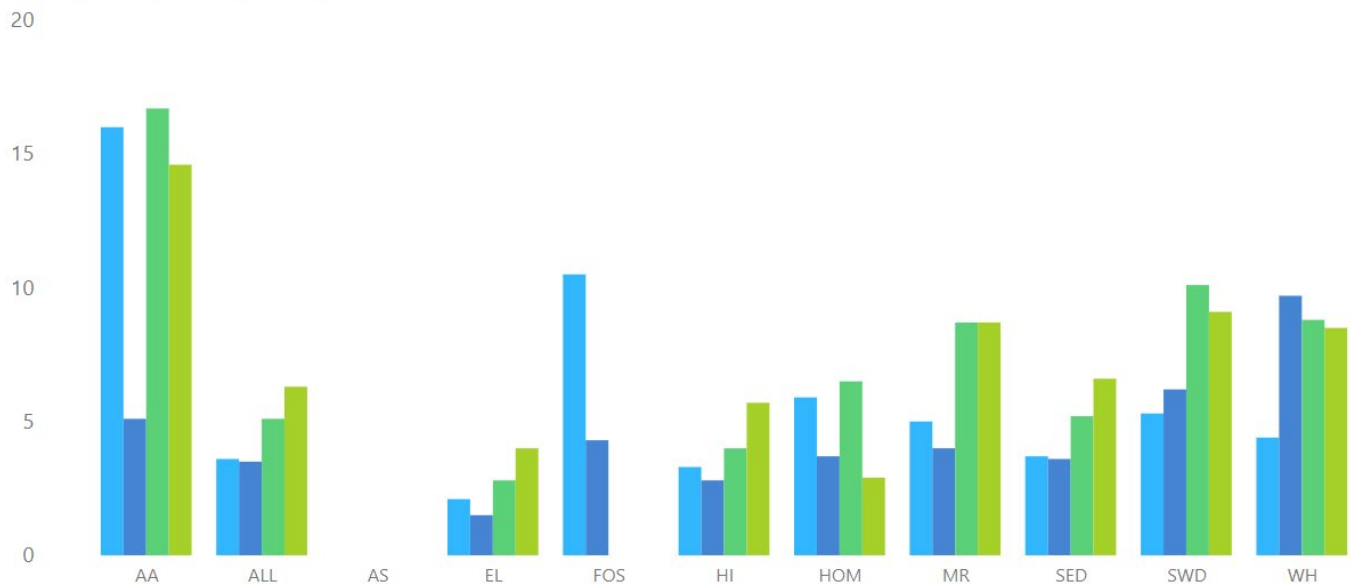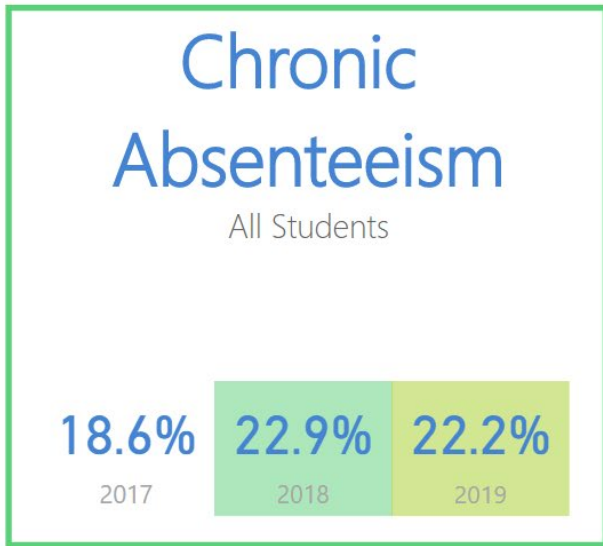
Chronic Absenteeism Rate by Student Group and Year
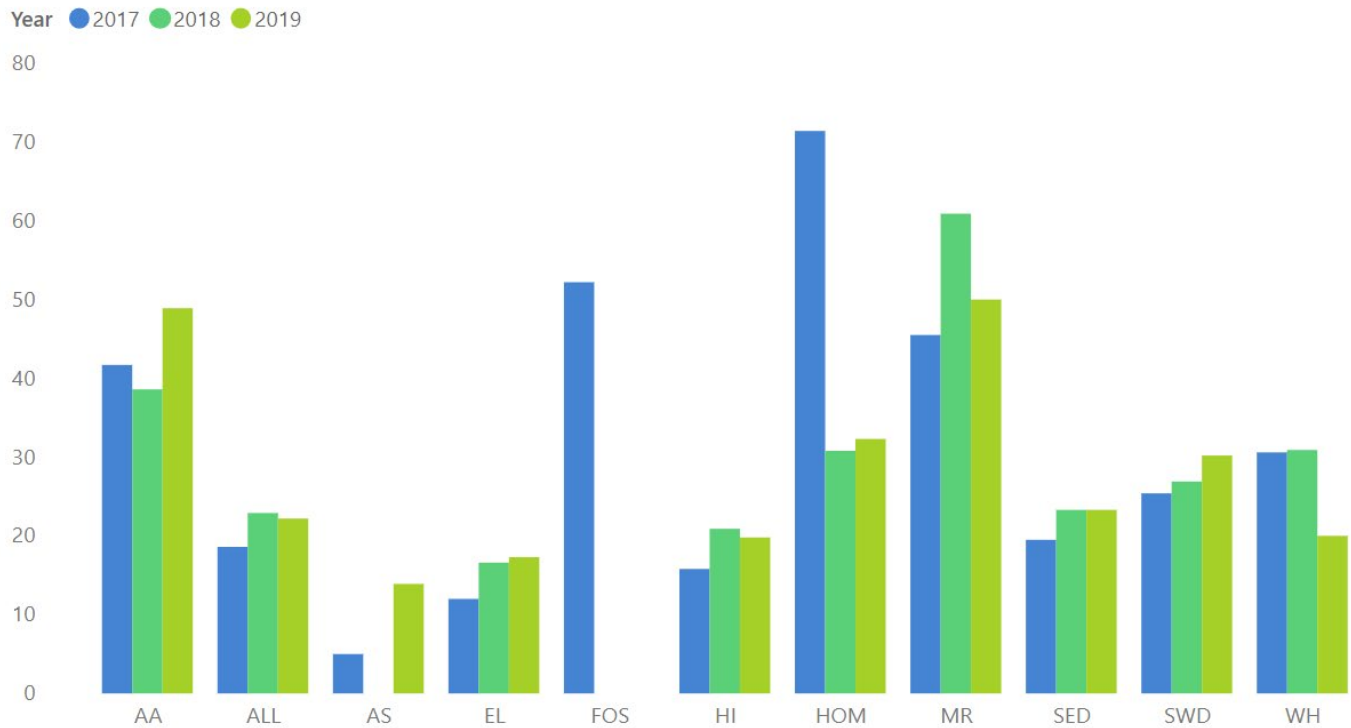
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.3%	6.0%
Chronic Absenteeism (All Students)	22.2%	21.9%

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

School wide implementation of PBIS strategies and rewards during non-structured times such as lunch recess to reduce suspensions as a result of discipline and to maintain a safe environment. Counselors will host monthly Lunch Time Activities (LATs) in the 2020-2021 school year for students who have not received any discipline referrals, in-school suspensions, or out of school suspensions. LATs can include games and activities such as music or crafts.

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

Fillmore will implement a Restorative Practices / Reflection Room in the 2020-2021 school year for students to have access to space to recollect themselves and have an opportunity to reflect on and accept accountability for their behavior as a way to deescalate potential further behaviors that could potentially result in disciplinary measures such as in-school suspension(s) and/or out-of-school suspension(s).

Teachers will submit classroom management plans for the grade level. Should a student be sent out to a "buddy teacher" for a time-out, that student is accountable for reflecting. If the student requires more than a one time-out with the "buddy teacher," students will complete reflection sheets.

As a part of classroom management plan, teachers can send disruptive and defiant students (for non-violent offenses) to a "buddy teacher" under the following criteria:

*K-3 students are with the buddy teacher for no more than 20 minutes before they're sent back to homeroom

*4-6 students are with the buddy teacher for no more than 45 minutes before they're sent back to homeroom

*7-8 students are with the buddy teacher for no more than one class period (not to overlap) before they're sent back to homeroom

If the student returns to their homeroom and continues defiant and disruptive behavior(s), the student can be sent to Restorative Practices / Reflection Room (Room 3). While in the RP/Reflection Room, students will have to complete an appropriate PBIS reflection sheet (district provided in PBIS toolkit) that has been tailored to Fillmore's needs.

Duplicating (Object Code 57150):

Title I Funds: $500

Student will return to class when ready and parents will be notified of intervention(s) that took place. Continued defiance will result in parent / teacher conference.

Room 3 will be facilitated by CSA, counselors, administration, etc. on a rotating basis (depending on schedules).

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
$500	57150	Duplicating

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

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

Fillmore will implement restorative circles in classrooms in the 2020-2021 school year to build community and comradery amongst students and teachers.

Initially, to develop classroom community, teachers will implement Restorative Circles in their classrooms as modeled by counselors and administration. This first step will involve students learning about each other's commonalities.

To prevent "small" issues from escalating, teachers will implement Restorative Circles in their classrooms as modeled by counselors and administration. This will be beneficial to the whole class as it will build community in the classrooms. Restorative Practices will also help students problem solve issues they may have with their classmates and peers.

Teachers will be provided with Restorative Questions I (to respond to challenging behavior):

*What happened?

*What were you thinking of at the time?

*What have you thought about since?

*Who has been affected by what you have done? In what way?

*What do you think you need to do to make things right?

Teachers will be provided with Restorative Questions II (to help those harmed by others' actions):

*What did you think when you realized what had happened?

*What impact has this incident had on you and others?

*What has been the hardest thing for you?

*What do you think needs to happen to make things right?

In addition, teachers will practice STOIC as presented by Safe & Civil Schools in order to continue positive behaviors with students. STOIC:

S-Structure/Organize the classroom and school setting in ways that promote responsible student behavior

T-Teach students how to behave responsibly in the classroom, common areas, and situations

O-Observe/Monitor student behavior by physically circulating and visually scanning to supervise

I-Interact positively with student by giving specific descriptive feedback on student behaviors maintaining a high ratio of positive to corrective interactions

C-Correct irresponsible behavior fluently, briefly, calmly, and consistently in a manner that does not interrupt the flow of instruction

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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement lunch time detentions

In an effort to correct student behaviors, lunch time detentions will be held by teachers (of their own volition) or by administration. Students will lose the privilege of their lunch recesses for poor choices. Should these poor choices start a pattern, parents will be invited for parent-teacher and/or parent-administrator conferences.

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
		Funds not allocated.

Fund Source – site LCFF:

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

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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 -

•Positive Behavior Interventions and Support (PBIS) – Fillmore Matrix was created by staff and is implemented school wide.

•Incentives are in place for student attendance and for good behavior

•Assemblies on Anti-Bulling & other character traits are performed throughout the year.

•Parent Involvement – PTA, SSC, ELAC, Coffee Hour, AVID Family Nights

•Teachers manage most behaviors in their classrooms. Referrals to the office are for severe incidences.

•Assistant Principal and Principal follows the district rubric when disciplining students.

Restorative Practices / Reflection Room will be implemented in 2020-2021 school year.

Effectiveness -

Chronic Absenteeism increased 4.2 % from 16/17 to 17/18 school year according to the CA Dashboard.

Suspension Rate increased 1.6% from 16/17 to 17/18 school year according to the CA Dashboard.

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

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 -

An additional counselor was added to the staff. A community assistant was added to the staff.

Lunch Detention has been added to the day for grades 3-8.

The PLUS program began 18/19 school year with the intent of improving school climate. The program will help with building trusting relationships between students, creating opportunities for listening, and develop a mechanism to sustain the safe school efforts.

SPSA Year Reviewed: 2019-2020 (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.

2019-2020 (Year 3):

Implementation – Lunch detentions were issued to students who had minor infractions such as isolated defiance, isolated profanity, and isolated disrespectful behaviors. Fillmore wanted to employ a culture of teaching and support staff correcting student behavior as opposed to punishing student behavior.

Effectiveness – Comparison for out of school days of suspension: 159 days March 2019 vs 121 days mid-March 2020. The goals implemented for Year 3 2019-2020 were evaluated for the period of July 1, 2019 through March 31, 2020. The period of April 1, 2020 to June 20, 2020 were interrupted by the global pandemic, COVID-19. Fillmore cannot accurately evaluate and analyze the effectiveness of the measures we have in place for Goal 2 as the school year effectively ended when we adjourned for Spring Break. Teachers and students transitioned to distance learning during this period.

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

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.

2019-2020 (Year 3):

Future Changes – none

Goal 3 – Meaningful Partnerships

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

By June 2021, Fillmore will increase the meaningful partnerships with parent attendance at school events by 15%.

Identified Need

Meaningful Partnerships:

Implement monthly coffee hour meetings with administrators which will coincide with ELAC and PTA alternately, implement action walks with parents so they can see students and teachers working, and involve more families in our parent nights. To kick off our Parent Coffee Hour with and introduction to both ELAC and PTA, we had an attendance of 40+ parents and members of the community. The number of attendants dwindled as the school year went on with an average of 15 parents and members of the community attending at subsequent meetings. The average number of attendants are based on sign-in sheets.

Evening events like Back to School Night, AVID Literacy Night, AVID STEM & PLTW Night, AVID Family Movie Night had an average attendance of 120 parents and members of the community based on sign in sheets.

Parent nights and involvement: Back-to-School Night; AVID Family Nights such Literacy Night, STEM and PLTW Night, AVID Open House, etc. School will reach out to parents and recognize parents for their support. Offer more options to families for times and types of events.

Invite parents to student achievement events on campus with more advertising such as flyers, robocalls home via Blackboard, announcements on the school marquee, and announcements on the school website and other social media outlets, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign In	20	23

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and parents

Strategy/Activity

Provide parents opportunities to advocate for their students and programming on campus with meetings soliciting their comments and concerns. The school would need to hold parent conferences with parents whose child is not making progress in academics.

For parents who cite child care as an obstacle for attending meetings and events at school, we will create a PA in order to provide additional compensation for our classified employees to provide supervision during meetings.

Classified Staff Additional Comp Pay Calculation (Object Code varies based on position):

2 classified staff X 7 hours X $50 rate of pay = $1,500 total cost

> *classified staff can include noon-duty supervisors (off duty), instructional assistants (off duty), campus security assistant (off duty)

Parent Meeting (Object Code 43400):

Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. will be provided at Parent Meetings to support parent engagement activities while using various strategies such as gallery walks and action walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents, simulating how their students learn.

Title I funds: $1,000 allocated

Community Assistant (Object Code 29101):

In the Autumn 2019, Fillmore was able to select and hire a Community Assistant. The Community Assistant reaches out to parents regarding student attendance (especially with our chronically absent students), informs parents of events happening on campus, cold calls community agencies to partner with or donate resources to Fillmore, and makes home visits to provide necessary information to families if needed. For our Attendance Rally that occurred on February 28, 2020, our Community Assistant was able to secure a donation of 50 Fillmore logo baseball caps reward students with good attendance. The Community Assistant was securing a donation for costumes and shoes for our Ballet Folklorico dance troupe (after school program) but COVID-19 disrupted that connection.

Title I funds: $13,302

Non-Instructional Materials (Object Code 43200):

Materials for parent and student involvement activities including non-instructional materials for events such as Literacy Night, STEM/PLTW Night, and AVID Open-House. These materials are essential to provide hands-on activities for our families to learn together and expand our community of learning.

Title I funds: $982 allocated

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
$13,302	29101	Community Assistant
$1,500	varies	Classified Additional Comp
$1,000	43400	Parent Meeting
$ 982	43200	Non-Instructional Materials

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

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

2019-2020 (Year 3)

Parents attended monthly Coffee Hour alongside ELAC or PTA meetings regularly. Parents were happy to be welcomed onto campus and to see what happens inside classrooms. During meetings, parents were engaged and brought up appropriate topics and concerns. Parents even volunteered to serve on subcommittees to help facilitate more parent involvement but unfortunately this didn't bear fruit due to COVID-19 and the ensuing distance learning. Family Nights were also well attended as were Book Fair events.

The progress that our Community Assistant was making in building relationships with stakeholders and community agencies was blossoming until our district had to move to distance learning due to COVID-19. During distribution of distance learning packets, meals, and Chrome Books, our Community Assistant was there to participate and continue to build relationships with stakeholders.

Effectiveness

2019-2020 (Year 3)

Parents were forthcoming in what they wanted to see happening at the school. Parents shared that they want to see students recognized for their efforts. Unfortunately, Fillmore cannot accurately gauge the effectiveness of the measures put in place for Goal 3 due to COVID-19 claiming Trimester III of the school year which occurred when we adjourned for Spring Break on March 13, 2020.

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 Change – 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

Plan more family nights and parent coffee hours

SPSA Year Reviewed: 2019-2020 (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.

2019-2020 (Year 3):

Implementation – Fillmore was happy with the progress we were making with our stakeholders. During Year 3 2019-2020, Fillmore was able to have regular School Site Council meetings with a quorum present; AVID themed family nights that tied into the academic areas of literacy, STEM & PLTW; during these events, students were able to showcase an AVID strategy they were learning. Our PTA was active and involved.

Effectiveness - The goals implemented for Year 3 2019-2020 were evaluated for the period of July 1, 2019 through March 31, 2020. The period of April 1, 2020 to June 20, 2020 were interrupted by the global pandemic, COVID-19. Fillmore cannot accurately evaluate and analyze the effectiveness of the measures we have in place for Goal 3 as the school year effectively ended when we adjourned for Spring Break. Teachers and students transitioned to distance learning during this period.

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

2019-2020 (Year 3):

Material Changes

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.

2019-2020 (Year 3):

Future Changes

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	$178,144
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	$382,944

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	$178,144

Subtotal of additional federal funds included for this school: $178,144

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	$204,800

Subtotal of state or local funds included for this school: $204,800

Total of federal, state, and/or local funds for this school: $382,800

Budget Spreadsheet Overview – Title I

FILLMORE
Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$	174,662
TOTAL BUDGET DISTRIBUTED BELOW	$	174,662
TO BE BUDGETED (Should be $0.)		0

50647			
	TOTAL ALLOCATION	$	3,482
	TOTAL BUDGET DISTRIBUTED BELOW	$	3,482
	TO BE BUDGETED (Should be $0.)		0

				TITLE I					
Object	Description	FTE	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		TOTAL BUDGET
Personnel Cost-Including Benefits									
11500	Teacher - Add Comp		$ 10,000					$	10,000
11700	Teacher Substitute		$ 27,000					$	27,000
12151	Counselor							$	-
13201	Assistant Principal							$	-
19101	Program Specialist	0.5000	$ 70,969					$	70,969
19101	Instructional Coach							$	-
19500	Instr. Coach-Add Comp							$	-
	OTHER Certificated							$	-
21101	Instructional Assistant	0.4375	$ 17,854					$	17,854
21101	CAI Assistant							$	-
21101	Bilingual Assistant							$	-
24101	Library Media Clerk							$	-
29101	Community Assistant					$ 13,302		$	13,302
	OTHER Classified						$ 1,500	$	1,500
30000	Statutory Benefits							$	-
	Sub Total - Personnel/Benefits		$ 125,823	$ -	$ -	$ 13,302	$ 1,500	$	140,625
Books & Supplies									
42000	Books							$	-
43110	Instructional Materials		$ 8,037					$	8,037
43200	Non-Instructional Materials						$ 982	$	982
43400	Parent Meeting						$ 1,000	$	1,000
44000	Equipment							$	-
43150	Software							$	-
	OTHER							$	-
	OTHER							$	-
	Sub Total-Supplies		$ 8,037	$ -	$ -	$ -	$ 1,982	$	10,019
Services									
57150	Duplicating		$ 4,500		$ 500			$	5,000
57250	Field Trip-District Trans							$	-
57160	Nurses							$	-
56590	Maintenance Agreement		$ 5,000					$	5,000
56530	Equipment Repair							$	-
52150	Conference		$ 7,500					$	7,500
58450	License Agreement		$ 10,000					$	10,000
58720	Field Trip-Non-District Trans							$	-
58920	Pupil Fees							$	-
58100	Consultants-instructional							$	-
58320	Consultants-Noninstructional							$	-
	OTHER							$	-
	OTHER							$	-
	Sub Total-Services		$ 27,000	$ -	$ 500	$ -	$ -	$	27,500
	GRAND TOTAL		**$ 160,860**	**$ -**	**$ 500**	**$ 13,302**	**$ 3,482**		

Budget Spreadsheet Overview – LCFF

FILLMORE

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

			TOTAL ALLOCATION	$	204,800
			TOTAL BUDGET DISTRIBUTED BELOW	$	204,800
			TO BE BUDGETED (Should be $0.)		0

			LCFF				
			23030 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 GOAL #3	
Object	Description	FTE	STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						$ -
11700	Teacher Substitute						$ -
12151	Counselor						$ -
13201	Assistant Principal						$ -
19101	Program Specialist	0.5000	$ 70,969				$ 70,969
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp						$ -
	OTHER Certificated						$ -
21101	Instructional Assistant	0.8750	$ 30,798				$ 30,798
21101	CAI Assistant						$ -
21101	Bilingual Assistant	1.2500		$ 73,561			$ 73,561
24101	Library Media Clerk	0.4375	$ 20,205				$ 20,205
29101	Community Assistant						$ -
	OTHER Classified						$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		$ 121,972	$ 73,561	$ -	$ -	$ 195,533
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 9,267				$ 9,267
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment						$ -
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		$ 9,267	$ -	$ -	$ -	$ 9,267
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		$ 131,239	$ 73,561	$ -	$ -	$ 204,800