



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

Fillmore 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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fillmore Elementary	39686766042576	Ver 1 – 12/19/2020 Ver 2 – Ver 3 – 03/25/2021	Ver 1 – 05/28/2020 Ver 2 – 03/01/2021 Ver 3 – 06/11/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021

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.

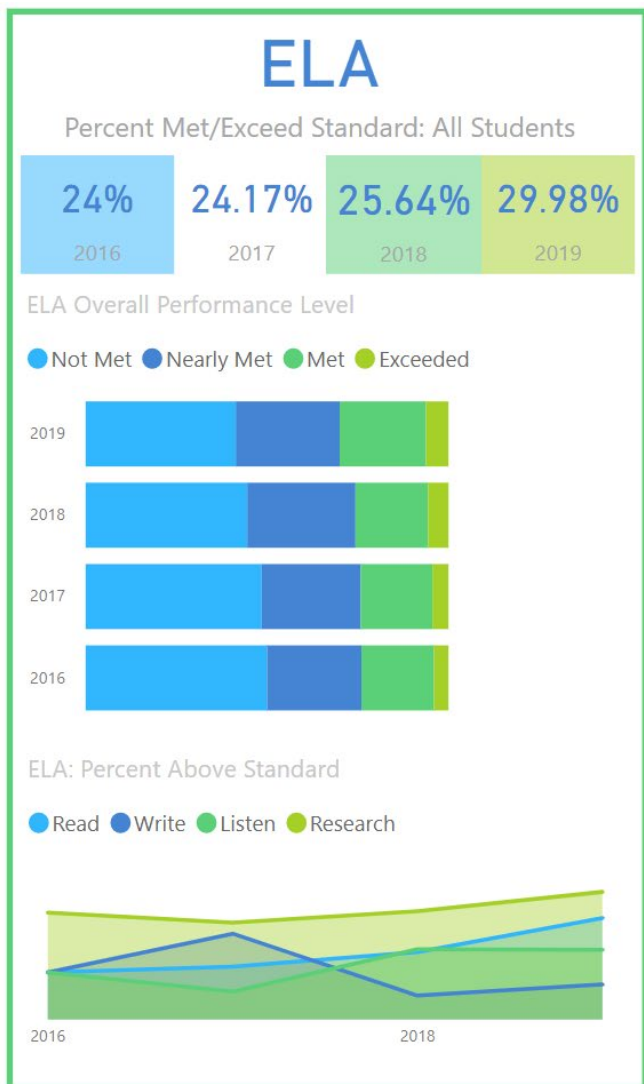
*There was one second-year teacher and one first-year teacher to teach math in Grades 7 and 8. The two teachers were assigned a total of six math sections between them; the second-year teacher was assigned one section of Grade 7 math while the first-year teacher was assigned the remaining five sections 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.

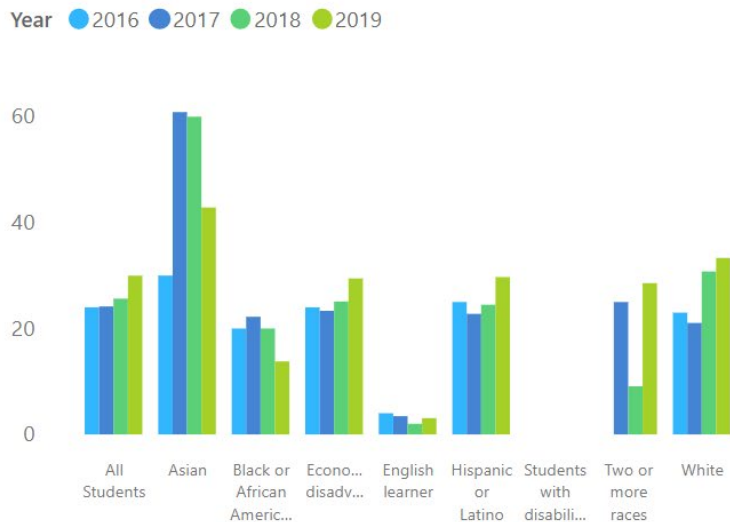
*There is a lack of knowledge around Common Core State Standards, especially amongst first year teachers.

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

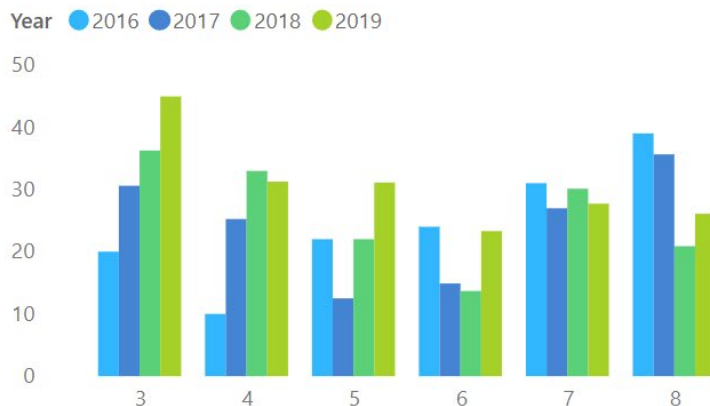
*No teacher on campus has a mathematics degree.



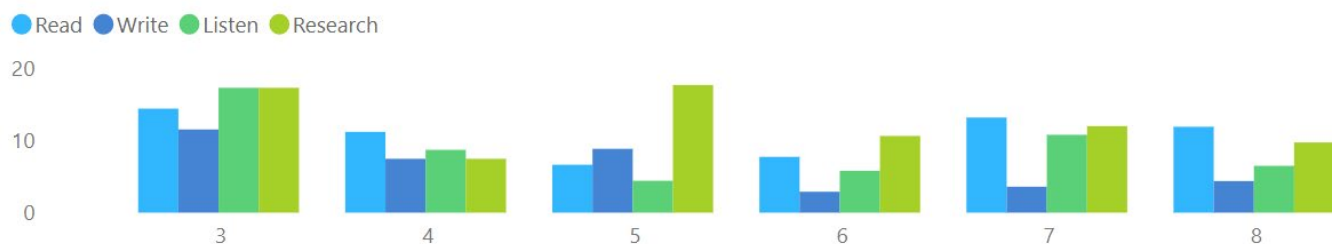
ELA CAASPP: Percent Met/Exceed Standard



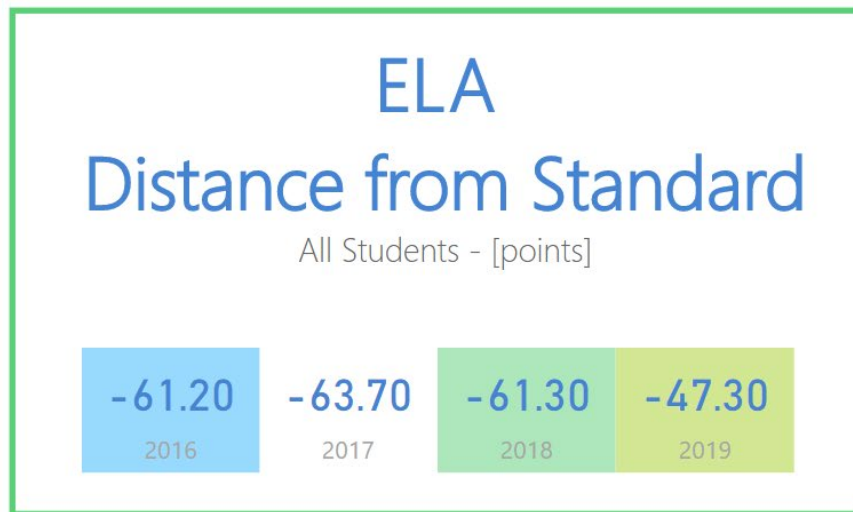
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

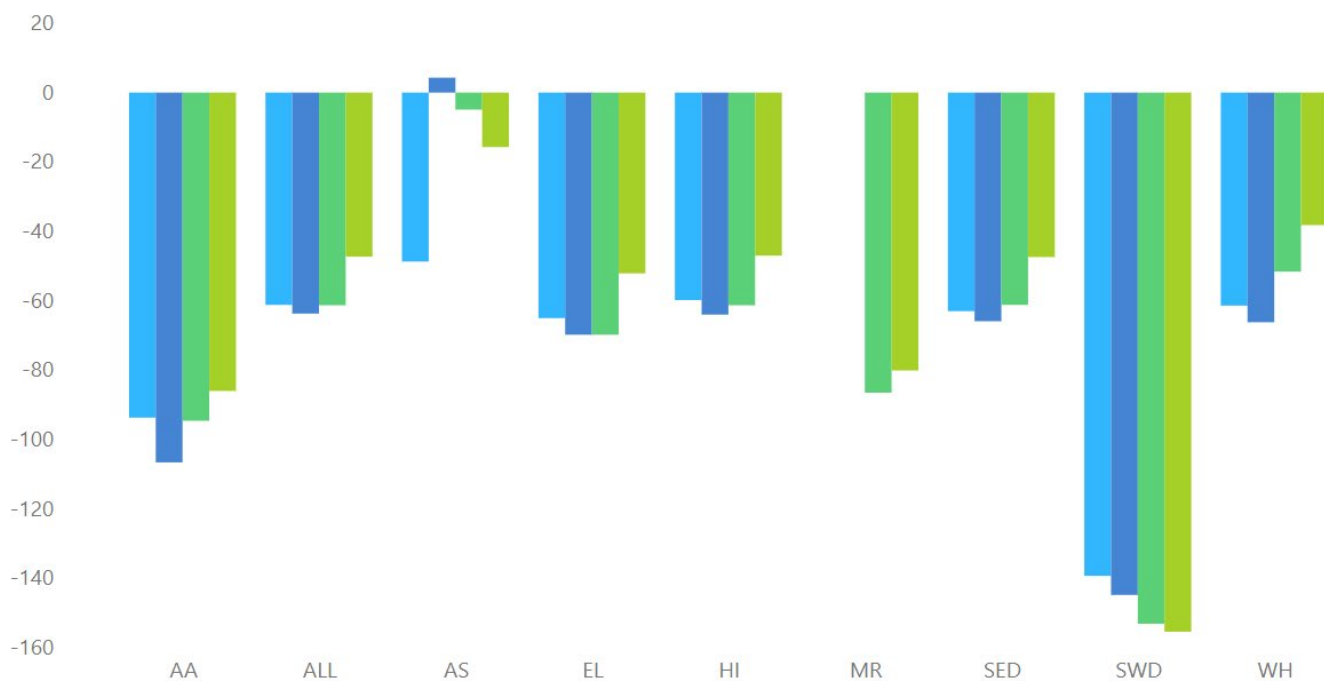


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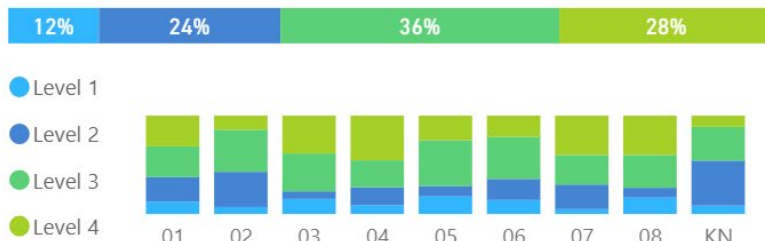
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

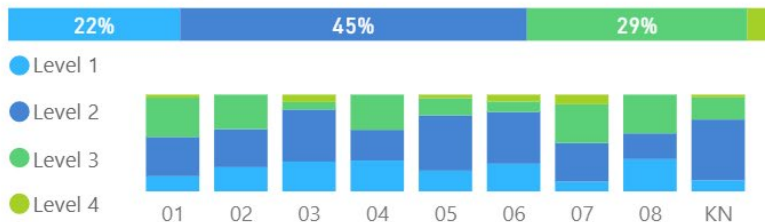




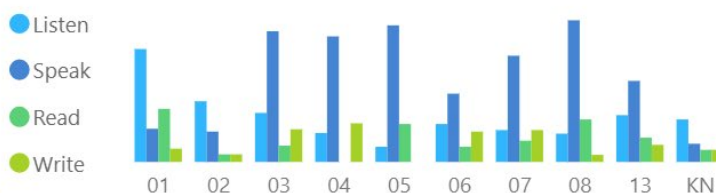
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress

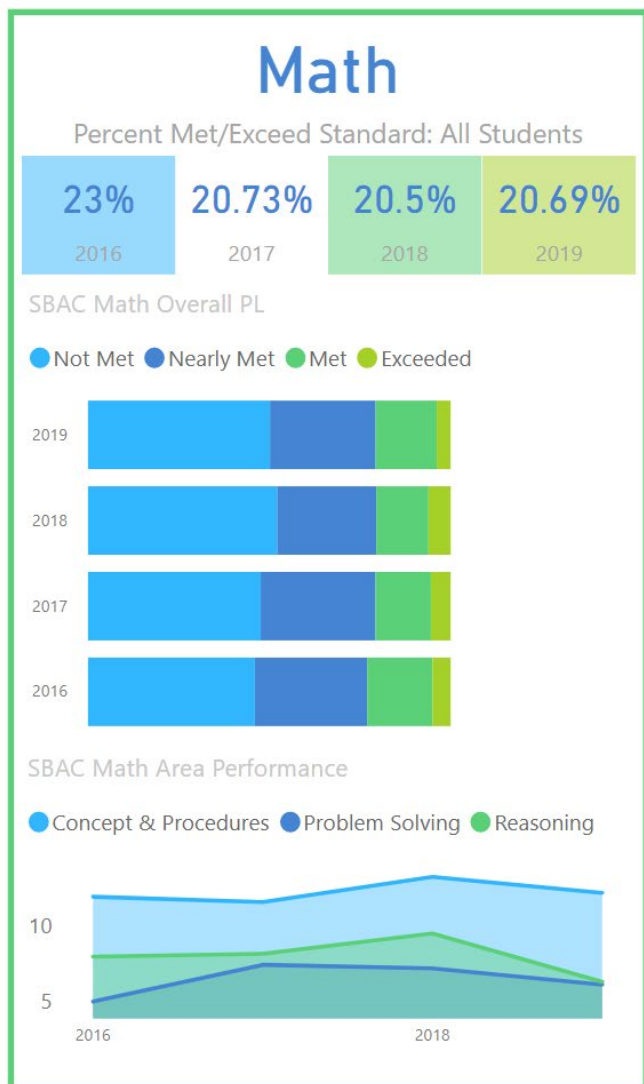
Reclassification Rates



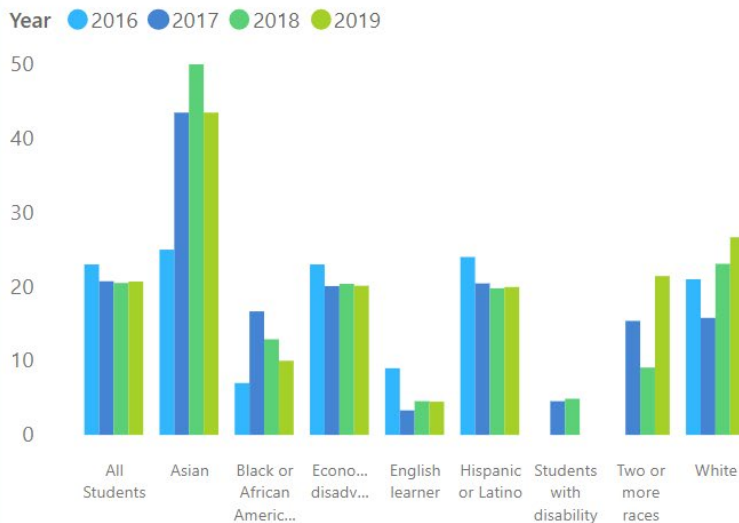
English Learner Progress Indicator (ELPI)

44.2%

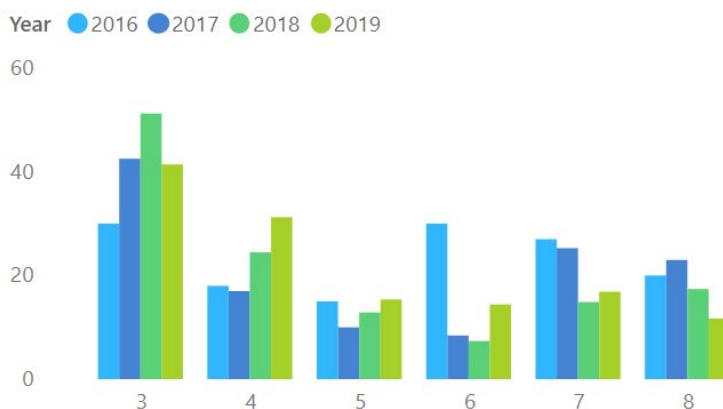
ELPI 2019



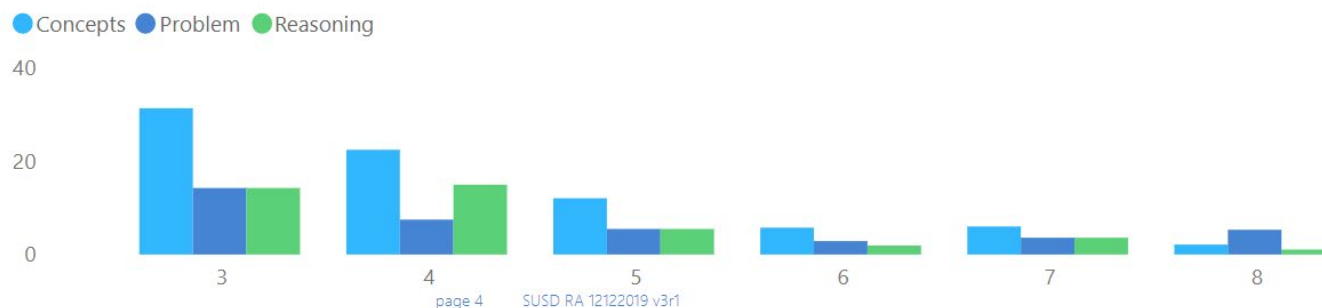
Math CAASPP: Percent Met/Exceed Standard

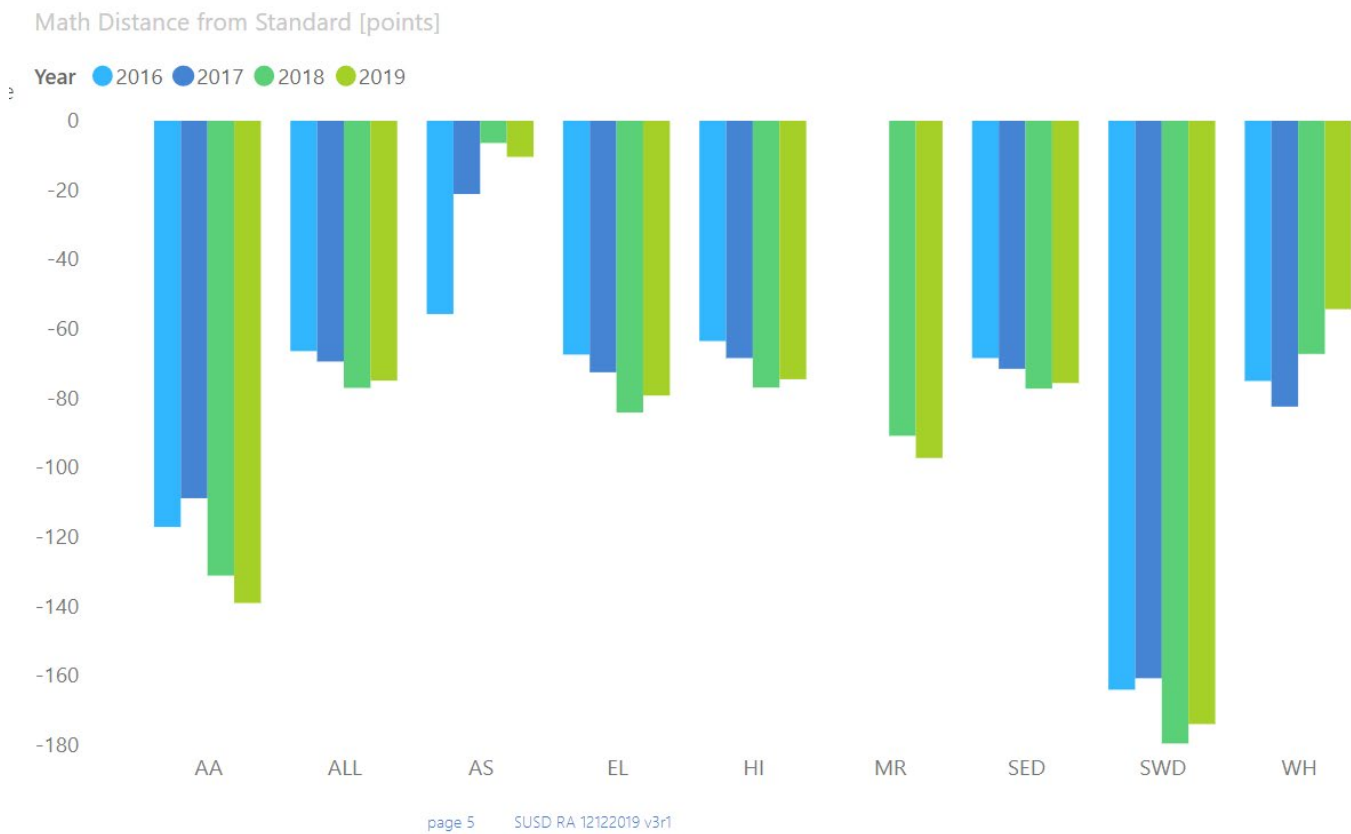
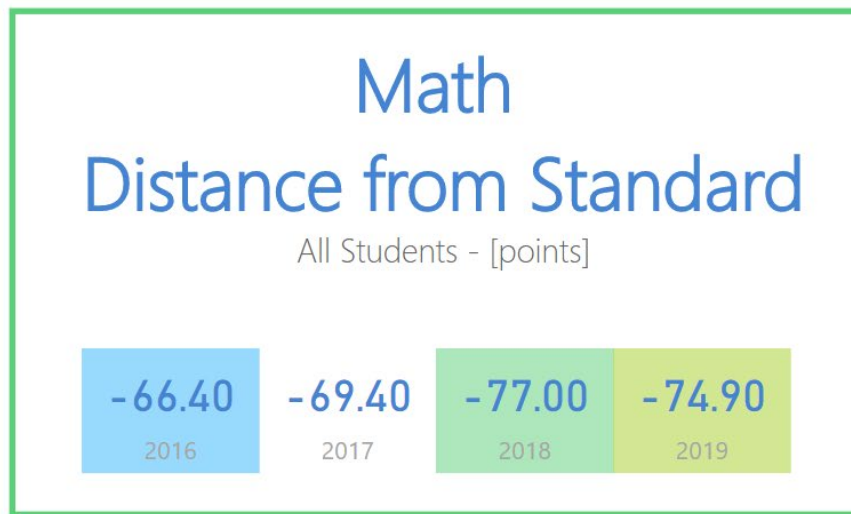


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard





PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

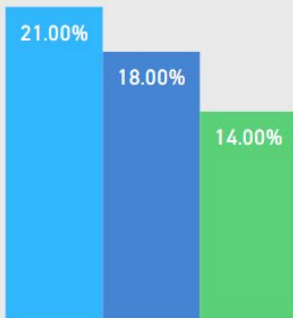
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



1.00%

2016

6.00%

2017

6.00%

2018

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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 will 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.

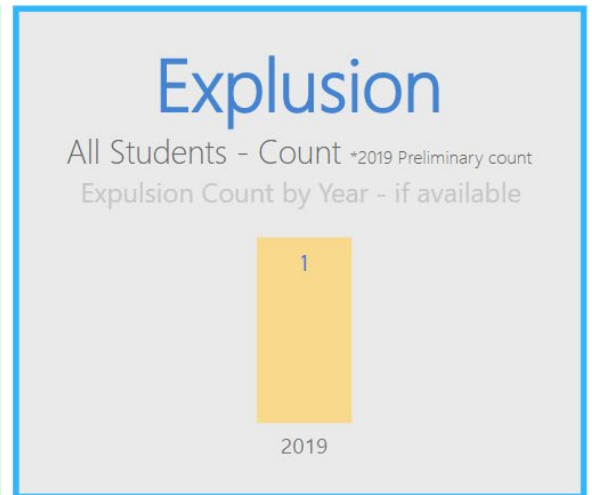
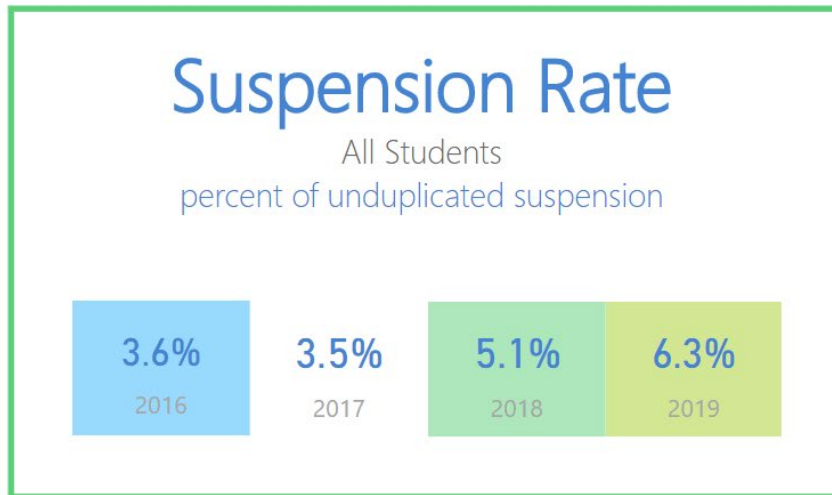
In 2018-2019 (Winter; January 31, 2019), 79% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 68% of students in Grades 6 – 8 in the same period.

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.

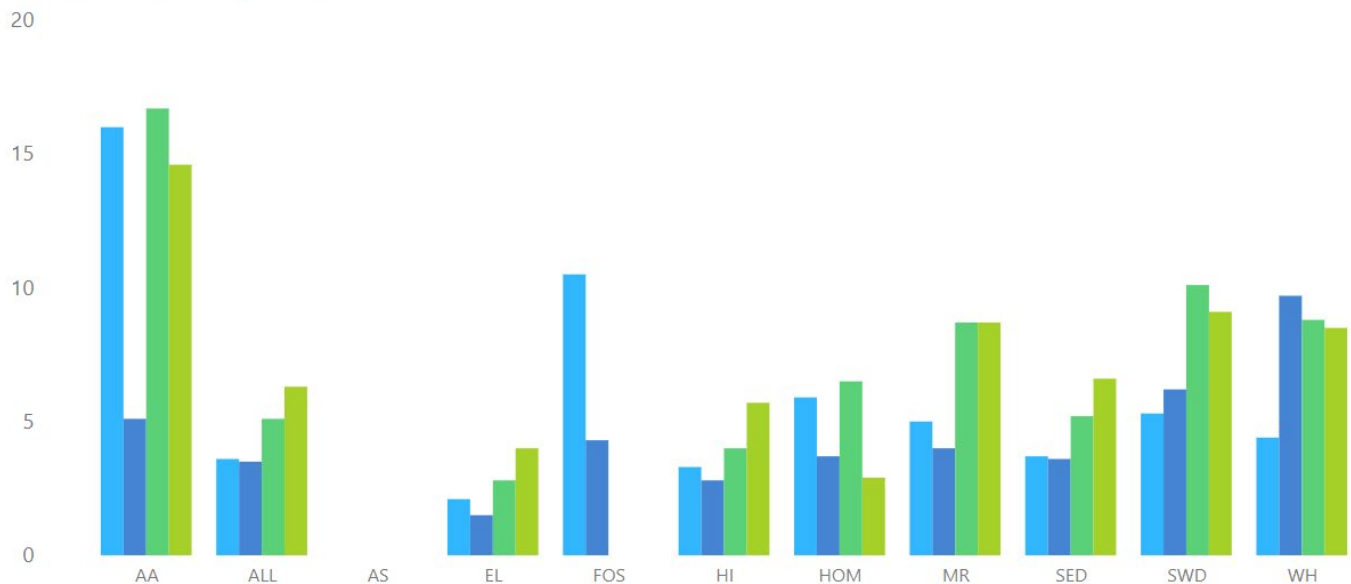
In 2017-2018 (Mid-Year Survey; February 2, 2018), 76% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 71% of students in Grades 6 – 8.

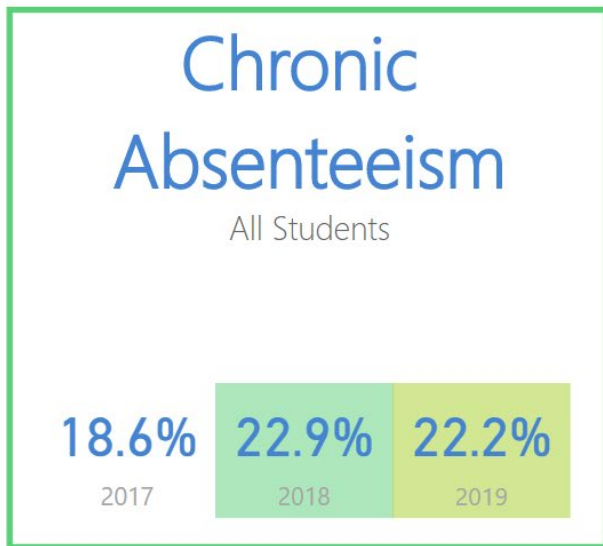
In 2017-2018 (Base Survey; October 6, 2017), 86% of students in Grades 4 and 5 reported feeling like they are part of the school compared to 74% of students in Grades 6 – 8.



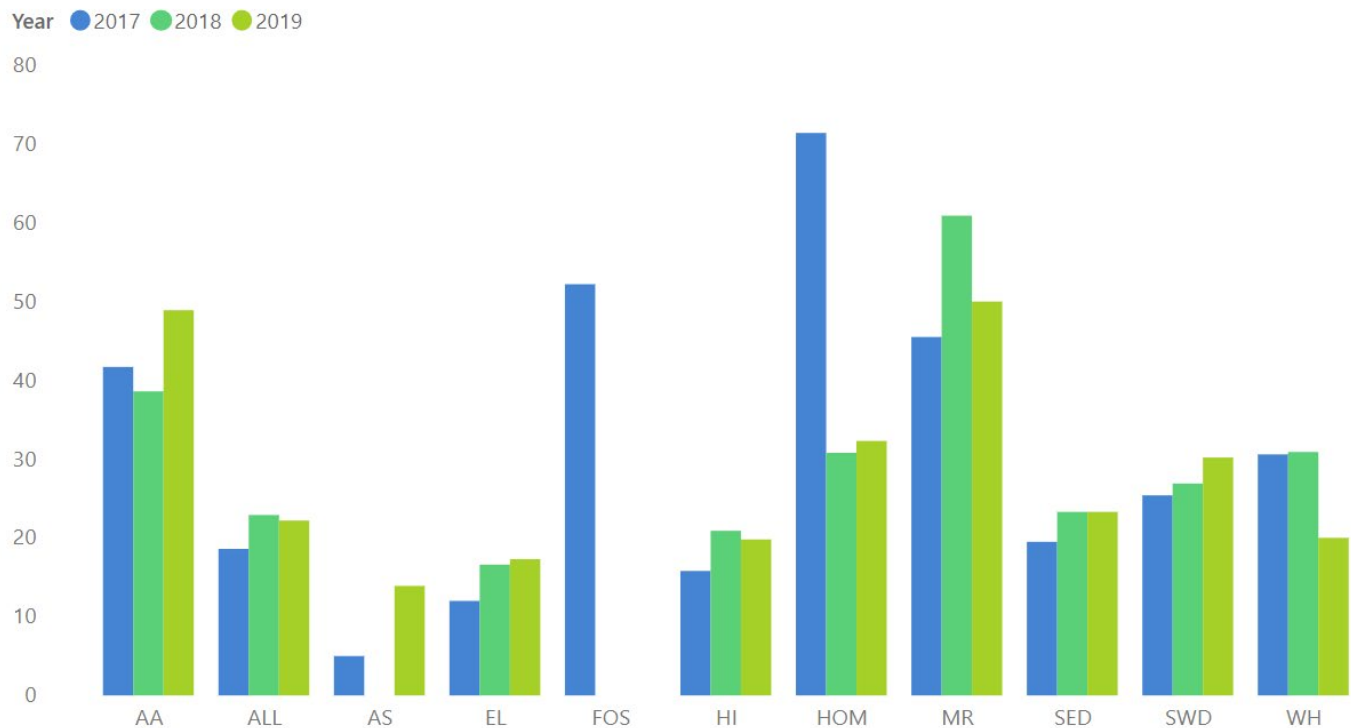
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





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 an 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

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		\$ 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

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	0.5000	\$ 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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Fillmore's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Fillmore's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$22,313 – 11700 – Teacher Substitutes: Reduce funds due to COVID-19 restrictions pertaining to distance learning, substitutes were not needed.

\$4,687 – 3XXXX – Teacher Add Comp/Substitute Benefits: Reduce from Teacher Add Comp/Substitutes benefit to support Teacher Additional Comp.

\$4,500 – 57150 – Duplicating: Reduce funds due to COVID-19 restrictions pertaining to distance learning, duplication of materials was not needed.

\$750 – 43110 – Instructional Materials/Supplies: Reallocated funds to increase instructional materials/supplies to support AVID initiatives. Fillmore teachers will have the opportunity to interact with New Generation Science Standards (NGSS), a fairly new adoption in which California adopted in 2017. Furthermore, science is now on the California dashboard for CAASPP testing. Teachers, along with administrators, will collaborate in analyzing, dissecting, and disseminating NGSS with lessons in which tasks match NGSS, both priority and anchor standards. Teachers and administrators will receive additional compensation for participating in training and collaborations on Saturdays or after contract hours during the week, pending survey results from teachers. Administrators have already conducted surveys to gauge teacher commitment and preferred Saturdays. Not only will NGSS training bolster and help facilitate our new science curriculum adoption Houghton Mifflin Harcourt (HMH), but will add more background, strategies, and methodology for utilizing the science labs as well as Project Lead the Way (PLTW). Implementation will take place in stages. The opportunity is there for all certificated teachers to participate in whole group professional development as NGSS 101, a two four-hour course training, which would be the whole group and the first stage of implementation. After that, we would train in grade/life bands in three two-hour sessions; two additional four-hour sessions; a two-hour follow up with NGSS before a two-hour professional development in which reading and writing through science texts will be presented. Furthermore, the skills from NGSS will transfer to CCSS. The cost of resources identified is \$34,336. The evidence to

support the change would be data from students' complete assessments for district and state from teachers' professional development, and improved instructional practices and pedagogy. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings.

LCFF –

\$13,920 – 11500 – Teacher Additional Comp: Reallocate funds to increase teacher additional comp for collaboration in anticipation of returning to a hybrid model then transition to full live instruction on site. Teachers will collaborate through different committees/teams such as AVID/Site Leadership Team, PBIS Committee, REMS Committee, and Return to School Team, etc. These teams are already in place at the site, but the focus will shift to anticipating a return to a hybrid model then transition to full on live instruction on school site. We know that students will need to relearn school expectations and norms as they return to live, on campus instruction. Students will need to review lessons on PBIS and the Fillmore behavior matrix, in addition to social distancing norms. The cost of resources includes \$13,920 for additional teacher compensation. The change is minor considering the funds originally allocated were to release teachers from assigned duty and filling those positions with daily substitute teachers in order to hold professional development, collaborations, academic conferences and other training potentials. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, PBIS and other stakeholders committees and meetings. Attendance and suspension rates will be monitored as well.

SPSA: Goal 1, Strategy 2:

Title I –

\$7,500 – 52150 – Conference: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences were not being attended by parents.

\$7,500 – 52170 – Webinar Training: Reallocated funds to provide virtual professional development opportunities as conferences and training that are provided only virtually due to COVID-19 restrictions pertaining to social distancing and travel policies. Funds have been reallocated to webinar training to improve instructional practices. Eight teachers are eligible to attend AVID XP during the spring / summer of 2021 (dates are pending). Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings.

\$25,100 – 11500 – Teacher Additional Comp: Reallocate funds to increase teacher additional comp for collaboration in anticipation of returning to a hybrid model then transition to full live instruction on site. Teachers will collaborate through different committees/teams such as AVID/Site Leadership Team, PBIS Committee, REMS Committee, and Return to School Team, etc. These teams are already in place at the site, but the focus will shift to anticipating a return to a hybrid model then transition to full on live instruction on school site. We know that students will need to relearn school expectations and norms as they return to live, on campus instruction. Students will need

review lessons on PBIS and the Fillmore behavior matrix, in addition to social distancing norms. The cost of resources includes \$13,920 for additional teacher compensation. The change is minor considering the funds originally allocated were to release teachers from assigned duty and filling those positions with daily substitute teachers in order to hold professional development, collaborations, and other training potentials. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, PBIS and other stakeholders committees and meetings. Attendance and suspension rates will be monitored as well.

\$4,100 – 44000 – Equipment: Reallocated funds to purchase equipment to continue to bolster science equipment available to students; the equipment (2 interactive throw projectors) is needed for hands-on activities and projects in the science labs. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings.

LCFF –

\$781 – 21101 – .4375 FTE Instructional Assistant: Reduce funds from salaries/benefits as the actual came in under budget.

\$7,670 – 43110 – Instructional Materials/Supplies: Reallocated funds to increase instructional materials/supplies to support AVID initiatives. Fillmore teachers will have the opportunity to interact with New Generation Science Standards (NGSS), a fairly new adoption in which California adopted in 2017. Furthermore, science is now on the California dashboard for CAASPP testing. Teachers, along with administrators, will collaborate in analyzing, dissecting, and disseminating NGSS with lessons in which tasks match NGSS, both priority and anchor standards. Teachers and administrators will receive additional compensation for participating in training and collaborations on Saturdays or after contract hours during the week, pending survey results from teachers. Administrators have already conducted surveys to gauge teacher commitment and preferred Saturdays. Not only will NGSS training bolster and help facilitate our new science curriculum adoption Houghton Mifflin Harcourt (HMH), but will add more background, strategies, and methodology for utilizing the science labs as well as Project Lead the Way (PLTW). Implementation will take place in stages. The opportunity is there for all certificated teachers to participate in whole group professional development as NGSS 101, a four-course training, which would be the whole group and the first stage of implementation. After that, we would train in grade/life bands in three two-hour sessions; two additional four-hour sessions; a two-hour follow up with NGSS before a two-hour professional development in which reading and writing through science texts will be presented. The cost of resources identified is \$34,336. The evidence to support the change would be data from students' complete assessments for district and state from teachers' professional development, and improved instructional practices and pedagogy. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings.

SPSA: Goal 1, Strategy 3:

Title I –

\$10,000 – 58450 – License Agreement: Reduced funds based on data from Spring 2020, less than 20% of teachers and students used Accelerated Reader for which \$10,000 had been allocated to renew the license agreement. However, data didn't support continuing to use Accelerated Reader on site. Due to COVID-19, we're not moving forward with 2021-2022 for license agreement(s).

\$10,000 – 42000 – Books: Reallocated funds to purchase books (42000) for the school library. The books purchased with this allocation will allow for our school to have new titles and continue to provide a print rich environment for students. Since Fillmore has entered and exited CSI status, we have been cognizant of the fact that although we are moving towards being digitally dominant, we still need to provide print media for students. Our library has been in existence and we want to replenish our titles with new titles and replace copies that have been thoroughly used. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection could also include student check-out patterns. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings.

LCFF –

\$23,209 – 21101 – .4375 FTE Bilingual Assistant: Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed and will be deleted.

\$509 – 22601 – .4375 FTE Library Media Assistant: Reduce funds from salaries/benefits as the actual came in under budget.

\$509 – 22601 – .4375 Library Media Assistant Additional Comp: Reallocate funds for additional compensation as the Library Media Assistant helps plan for events like AVID family nights, and the book fair. All these events have been held virtually for the 2020-2021 school year. Currently, the Library Media Assistant has donated hours to Fillmore Elementary by helping to prepare materials for curriculum distribution during distance learning.

SPSA: Goal 2, Strategy 2:

Title I –

\$500 – 57150 – Duplicating: Reduce funds due to overestimation on how often we would use duplicating services and did not know when school would resume to normal in-person schooling.

\$2,050 – 44000 – Equipment: Reallocated funds to purchase equipment to continue to bolster science equipment available to students; the equipment (2 interactive throw projectors) is needed for hands-on activities and projects in the science labs. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings.

SPSA: Goal 2, Strategy 3:

LCFF –

\$1,000 – 12500 – Counselor Additional Comp: Reallocated funds to Counselors to be compensated for lesson planning and collaborating with administrators both for socioemotional, PBIS, and restorative circles for implementation for return back to school to take place on Saturdays. When students return to school, whether hybrid or full on live instruction, they will have been absent from the school site for over a calendar year. We don't know the trauma that students could have experienced or exposed to during that time. The collaboration between counselors and administrators will look at teaching, modeling, and rebuilding character traits through PBIS lesson plans. Expectations matrices will also be explored and drafted. The resources necessary for implementation would be Counselor Additional Comp - SEL Return to School (12500) and Admin Additional Comp - SEL Return to School (13500).

\$1,400 – 13500 – Administrator Additional Comp: Reallocated funds to Administrators to be compensated for lesson planning and collaborating with administrators both for socioemotional, PBIS, and restorative circles for implementation for return back to school to take place on Saturdays. When students return to school, whether hybrid or full on live instruction, they will have been absent from the school site for over a calendar year. We don't know the trauma that students could have experienced or exposed to during that time. The collaboration between counselors and administrators will look at teaching, modeling, and rebuilding character traits through PBIS lesson plans. Expectations matrices will also be explored and drafted. The resources necessary for implementation would be Counselor Additional Comp - SEL Return to School (12500) and Admin Additional Comp - SEL Return to School (13500).

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Fillmore is receiving additional monies in Parent Involvement (Cost Center: 50647). Fillmore's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books funds to purchase books for parents to use with students at home following participation in parent coffee hours training.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
FILLMORE	719	640	89.0%	\$ 174,662	\$ 3,888	\$ 178,550	\$ 3,482.00	\$ 406.00

Title I –

\$982 – 43200 – Non-Instructional Materials/Supplies: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences were not being attended by parents.

\$1,000 – 43400 – Parent Meeting: Reduce funds due to COVID-19 restrictions pertaining to social distancing in-person parent meetings are not being conducted.

\$337 – 22901 – .4375 FTE Community Assistant (50672): Reduce funds from salaries/benefits as the actual came in under budget.

\$337 – 22500 – .4375 FTE Community Assistant Additional Comp (50672): Reallocate funds to provide additional compensation to allow the Community Assistant to collaborate with counselors and administrators for parent outreach which tend to go beyond his 3.5 hours of daily work.

\$1,982 – 42000 – Books: Reallocated funds to purchase books to build a parent learning library. Books will include Spanish language versions as well. Book topics will include but not limited to parenting guides, increasing attendance, socioemotional literature, grief, single-parenting, parenting in the digital age, gender norms, understanding local educational agencies, etc. Parents will have the option of contacting front office staff to reserve books. Book titles will be available via our school website. The change is minor considering the funds originally allocated were for parent meetings but since all events have been virtual, this is one more way that we can maintain our connection with our parents and strengthen our partnership. Data collection will include district and state assessments, along with formal and informal assessments given by teachers. Data collection will be on-going and analyses will be conducted via Professional Learning Communities, AVID/Site Leadership Team, ELAC, SSC, and other stakeholders committees and meetings. Specifically, data collection for the parent learning library will be the number of library checkouts by parents.

Fillmore Elementary – Amendments

FILLMORE #227

FILLMORE #227

6/19/2020 jls

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

56047 - inc. by \$406

TITLE I		TOTAL ALLOCATION		\$ 174,662		LCFF		TOTAL ALLOCATION		\$ 204,800		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,888			
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 174,662				TOTAL BUDGET DISTRIBUTED BELOW		\$ 204,800				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,888			
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)		\$ 35,100		\$ 13,920													\$ 49,020	
11700	Teacher Substitute (incl benefits)		\$ -															\$ -	
12151	Counselor																	\$ -	
30000	Statutory Benefits																	\$ -	
12500	Counselor-add Comp (incl benefits)										\$ 1,000							\$ -	
13201	Assistant Principal																	\$ -	
30000	Statutory Benefits																	\$ -	
13500	Administrator-add Comp (incl benefits)										\$ 1,400							\$ -	
19101	Program Specialist	0.500	\$ 50,884	0.500	\$ 50,884												1.000	\$ 101,769	
30000	Statutory Benefits		\$ 21,366		\$ 21,366													\$ 42,732	
19500	Prog Spec-Add Comp (incl benefits)																	\$ -	
19101	Instructional Coach																	\$ -	
30000	Statutory Benefits																	\$ -	
19500	Instr Coach-Add Comp (incl benefits)																	\$ -	
21101	Instructional Asst(3@0.4375)	0.438	\$ 16,251	0.875	\$ 27,543												1.313	\$ 43,795	
30000	Statutory Benefits		\$ 1,603		\$ 2,474													\$ 4,077	
21500	Inst Asst/CAI -Add Comp(incl benefits)																	\$ -	
21101	Bilingual Assistant(2@0.6250)						1.250	\$ 31,935									1.250	\$ 31,936	
30000	Statutory Benefits							\$ 22,182										\$ -	
21500	Bit Asst-Add Comp (incl benefits)																	\$ -	
22601	Library Media Assistant			0.438	\$ 16,971												0.438	\$ 16,971	
30000	Statutory Benefits				\$ 2,725													\$ 2,725	
22500	Lib Med Asst-Add Comp (incl benefits)				\$ 509													\$ -	
22901	Community Assistant												0.438	\$ 11,797			0.438	\$ 11,797	
30000	Statutory Benefits													\$ 1,168				\$ 1,168	
22500	Comm Asst-Add Comp (incl benefits)													\$ 337				\$ -	
29101	Parent Liaison																	\$ -	
30000	Statutory Benefits																	\$ -	
	Other Classified																\$ 1,500	\$ 1,500	
Sub Total - Personnel/Benefits			\$ 125,204		\$ 136,392		\$ -		\$ 54,117		\$ -		\$ 2,400		\$ 13,302		\$ -	\$ 1,500	\$ 307,491
Books & Supplies																			
42000	Books		\$ 10,000														\$ 2,388	\$ 12,388	
43110	Instructional Materials		\$ 3,813		\$ 11,891													\$ 15,704	
43200	Non-Instructional Materials		\$ 3,693														\$ -	\$ 3,693	
43400	Parent Meeting																\$ -	\$ -	
44000	Equipment		\$ 6,150															\$ 6,150	
Sub Total - Books & Supplies			\$ 23,656		\$ 11,891		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 2,388	\$ 37,935
Services																			
57150	Duplicating		\$ -							\$ -								\$ -	
57250	Field Trip-District Trans																	\$ -	
56590	Maintenance Agreement		\$ 5,000															\$ 5,000	
52150	Conference		\$ -															\$ -	
52170	Webinar Training		\$ 7,500															\$ 7,500	
58450	License Agreement		\$ -															\$ -	
58720	Field Trip-Non-District Trans																	\$ -	
58920	Pupil Fees																	\$ -	
58100	Consultants-Instructional																	\$ -	
58320	Consultants-Noninstructional																	\$ -	
Sub Total - Services			\$ 12,500		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ 12,500
GRAND TOTAL			\$ 161,360		\$ 148,283		\$ -		\$ 54,117		\$ -		\$ 2,400		\$ 13,302		\$ -	\$ 3,888	

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15 students.

By EOY 2022, per iReady Diagnostic 3 Growth Report, 5% of Grade K-3 students will achieve iReady annual typical growth goals.

EL:

By EOY 2022, per ELPAC, increase the number of students who reclassify by 7 students.

Math:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15 students.

By EOY 2022, per iReady Diagnostic 3 Growth Report, 5% of Grade K-3 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Collaboration focusing on 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.

35 staff (29 teachers, 1 program specialist, 1 instructional coach, 2 administrators, 2 counselors) X 14 hours X \$60 = \$29,400 (Allocating \$18,060)

2021-2022 Strategy Update

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. Schedule iReady Diagnostic windows, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostics, assist various 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. Administer CAASPP/SBAC including scheduling, training of proctors and administrators, assist in administration to small groups, make-ups, and special ed students. As AVID program manager, PS will assist with site leadership meetings, collect and organize 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 coordinate the collection of 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 PLCs to review data and identify strategies that would help in improving student data.

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

.5 FTE LCFF: English Learner Program tasks include 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, coordinating and planning classroom instructional walks. PS will organize ELPAC testing including sorting, distributing, securing testing materials, notifying parents 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 tests 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 including sorting, distributing, securing testing materials, notifying parents of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering tests 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 as 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 have been purchased during the 2019-2020 school year, providing space for students to explore and interact with NGSS, STEM, and PLTW curricula and projects for which our teachers have been trained and continue to receive training (NGSS). 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 2021-2022 school year, each child should have three pieces of full process writing in their folders by May 2022. The kindergarten class that started in 2021-2022 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 (especially NGSS), 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 or additional compensation if release time isn't feasible due to a shortage of substitute teachers in the district. In order for teachers to have release time, substitute teachers would be hired for the day. Depending on the availability of substitute teachers, FTE teachers would receive additional compensation for collaborating and/or participating in professional development.

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

*100 days X \$200 = \$27,000 (allocated \$20,000)

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.

*14 teachers X 16 hours X \$60 rate of pay = \$13,440 total cost (allocated \$14,000)

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

ELA Workshops – June 2021 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

Math Workshops - June 2021 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

PLC Conference - June 2021 - administrator, program specialist, instructional coach, counselor, and 1 teacher from each life level.

AVID Workshops - June 2021 - 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
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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 \$3,000		

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
104,969	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
15,537	4000 Series	Books & Supplies
12,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
70,969	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

* Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently.

* In-Depth Root Cause Analysis and Need Assessment:

* Stakeholder Involvement Plan:

* In-Depth Data Analysis and Evaluation:

* Walk-Through Visit - Observation of Actual Activities:

* Equity - Culturally Relevant Instruction Training and Planning:

* 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.

35 staff (29 teachers, 1 program specialist, 1 instructional coach, 2 administrators, 2 counselors) X 14 hours X \$60 = \$29,400 (Allocating \$25,419)

AVID Conference:

14 staff (4 teachers, 1 program specialist, 1 administrator) are attending the AVID Digital XP focusing on literacy instructional strategies.

12 attendees X 16 hours X \$60 = \$11,520

Conference Registration for AVID:

11 staff (11 teachers)

\$850 X 11 attendees = \$9,350

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
36,939	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
9,350	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 - 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)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
17,854	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
30,798	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 Assistant (BA) will pull EL students daily to reinforce concepts taught in ELA and math. Students will be scheduled time with the BA to increase reclassification rate. BA 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 BA to ensure that strategies used with students are appropriate.

*LCFF Funds - .6250 X 1 = \$38,955

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 will 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 when monies become available. 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 - $.4375 \times 1 = \$20,205$

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.

*\$19,578 allocated in Title I funds

*\$22,853 allocated in LCFF 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
17,854	2000 Series	Classified Personnel Costs (including benefits)
19,578	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
59,160	2000 Series	Classified Personnel Costs (including benefits)
22,853	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

By June 2022, Fillmore will decrease the suspension rate for all students who are suspended by 0.3% from 6.3% to 6.0% compared to our 2019-2020 rates.

By June 2022, Fillmore will decrease our chronic absenteeism rate for all students by 0.5% from 22.2% to 21.7%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 (LTAs) in the 2020-2021 school year for students who have not received any discipline referrals, in-school suspensions, or out of school suspensions. LTAs can include games and activities such as music or crafts.

Counselors will collaborate with administrators (12303421) during non-contractual time for additional compensation.

2 Counselors X 13 X 60 = \$1,560 (allocated \$1,600)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
1,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 de-escalate potential further behaviors that could potentially result in disciplinary measures such as in-school suspension(s) and/or out-of-school suspension(s).

Fillmore will support professional development in Restorative Practices when training is available. Should monies become available, Fillmore will use funds for additional compensation to teachers, counselors, and administrators during non-contractual time to deepen the knowledge and practice of Restorative Practices.

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

Students 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).

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Fillmore will implement restorative circles in classrooms in the 2021-2022 school year to build community and camaraderie amongst students and teachers.

Initially, to develop classroom communities, 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 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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Implement lunchtime detentions

In an effort to correct student behaviors, lunchtime 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June 2022, Fillmore will increase the meaningful partnerships with parent attendance at school events by 15%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to support parent involvement activities.

Total Goal 3, Strategy 1 – Title I Parent Involvement funds is \$3,591.

2021-2022 Strategy Adjustment

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 – LCFF

*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: \$3,576 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 to 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. During distance learning, CA was able to help troubleshoot internet connectivity and accessibility issues.

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
13,302	2000 Series	Classified Personnel Costs (including benefits)
4,558	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
1,500	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

School Plan for Student Achievement| SY 2020-2021

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

FILLMORE #227

6/19/2020 jls

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

56047 - inc. by \$406

TITLE I		TOTAL ALLOCATION		\$ 192,722		LCFF	TOTAL ALLOCATION		\$ 204,800		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,591							
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 192,722			TOTAL BUDGET DISTRIBUTED BELOW		\$ 204,800				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,591							
		TO BE BUDGETED (Should be \$0.)		0			TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS			TOTAL FTE	TOTAL BUDGET						
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	
Personnel Cost-Including Benefits																						
11500	Teacher - Add Comp (incl benefits)		\$ 53,160		\$ 13,920																	\$ 67,080
11700	Teacher Substitute (incl benefits)		\$ -																			\$ -
12151	Counselor																					\$ -
30000	Statutory Benefits																					
12500	Counselor-add Comp (incl benefits)											\$ 1,000										
13201	Assistant Principal																					\$ -
30000	Statutory Benefits																					
13500	Administrator-add Comp (incl benefits)											\$ 1,400										
19101	Program Specialist	0.500	\$ 50,884	0.500	\$ 50,884														1.000		\$ 101,769	
30000	Statutory Benefits		\$ 21,366		\$ 21,366																	\$ 42,732
19500	Prog Spec-Add Comp (incl benefits)																					
19101	Instructional Coach																					\$ -
30000	Statutory Benefits																					
19500	Instr Coach-Add Comp (incl benefits)																					\$ -
21101	Instructional Asst(3@0.4375)	0.438	\$ 16,251	0.875	\$ 27,543														1.313		\$ 43,795	
30000	Statutory Benefits		\$ 1,603		\$ 2,474																	\$ 4,077
21500	Instr Asst/CAI-Add Comp (incl benefits)																					
21101	Bilingual Assistant(2@0.6250)						1.250	\$ 31,935											1.250		\$ 31,936	
30000	Statutory Benefits							\$ 22,182														
21500	Bl Asst-Add Comp (incl benefits)																					
22601	Library Media Assistant			0.438	\$ 16,971														0.438		\$ 16,971	
30000	Statutory Benefits				\$ 2,725																	\$ 2,725
22500	Lib Med Asst-Add Comp (incl benefits)				\$ 509																	
22901	Community Assistant													0.438	\$ 11,797				0.438		\$ 11,797	
30000	Statutory Benefits														\$ 1,168						\$ 1,168	
22500	Comm Asst-Add Comp (incl benefits)														\$ 337							
29101	Parent Liaison																					\$ -
30000	Statutory Benefits																					
	Other Classified																		\$ 1,500		\$ 1,500	
Sub Total - Personnel/Benefits			\$ 143,264		\$ 136,392		\$ -		\$ 54,117		\$ -		\$ 2,400		\$ 13,302		\$ -		\$ 1,500		\$ 325,551	
Books & Supplies																						
42000	Books		\$ 10,000																			\$ 12,091
43110	Instructional Materials		\$ 3,813		\$ 11,891														\$ 2,091		\$ 15,704	
43200	Non-Instructional Materials		\$ 3,693																\$ -		\$ 3,693	
43400	Parent Meeting																		\$ -		\$ -	
44000	Equipment		\$ 6,150																			\$ 6,150
Sub Total - Books & Supplies			\$ 23,656		\$ 11,891		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,091		\$ 37,638	
Services																						
57150	Duplicating		\$ -							\$ -												\$ -
57250	Field Trip-District Trans																					\$ -
56590	Maintenance Agreement		\$ 5,000																			\$ 5,000
52150	Conference		\$ -																			\$ -
52170	Webinar Training		\$ 7,500																			\$ 7,500
58450	License Agreement		\$ -																			\$ -
58720	Field Trip-Non-District Trans																					\$ -
58920	Pupil Fees																					\$ -
58100	Consultants-Instructional																					\$ -
58320	Consultants-Noninstructional																					\$ -
Sub Total - Services			\$ 12,500		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 12,500	
GRAND TOTAL			\$ 179,420		\$ 148,283		\$ -		\$ 54,117		\$ -		\$ 2,400		\$ 13,302		\$ -		\$ 3,591			

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
FILLMORE - 227 - F1
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 192,722		LCFF		TOTAL ALLOCATION		\$ 186,880		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,576					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 192,722				TOTAL BUDGET DISTRIBUTED BELOW		\$ 186,880				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,576							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 19,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 19,000
11700	Teacher Substitute (incl benefits)	0.000	\$ 20,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 20,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,600	0.000		0.000		0.000		0.000	\$ 1,600
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.500	\$ 70,969	0.500	\$ 70,969	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 141,938
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.438	\$ 17,854	0.875	\$ 30,798	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.313	\$ 48,652
21500	Inst Asst/CAI -Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.625	\$ 38,955			0.000				0.000				0.000				0.625	\$ 38,955
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.438	\$ 20,205			0.000				0.000				0.000				0.438	\$ 20,205
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 13,302			0.000		0.000	\$ 13,302
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,500	0.000		0.000	\$ 1,500
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 127,823		\$ 160,927		\$ -		\$ -		\$ -		\$ 1,600		\$ 13,302		\$ 1,500		\$ -		\$ 305,152
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 35,115		\$ 22,853										\$ 982						\$ 19,000
43400	Parent Meeting																		\$ 3,576		\$ 1,600
44000	Equipment (\$500 - \$4999.99 per item)																				\$ -
Sub Total - Books & Supplies			\$ 35,115		\$ 22,853		\$ -		\$ -		\$ -		\$ -		\$ 982		\$ -		\$ 3,576		\$ 20,600
Services																					
57150	Duplicating		\$ 4,500								\$ 500										\$ 19,000
*** 57250	Field Trip-District/Non-District Trans																				\$ 20,000
56590	Maintenance Agreement		\$ 3,000																		\$ -
**** 52150	Conference		\$ 7,500																		\$ 1,600
58450	License Agreement																				\$ -
58920	Pupil Fees																				\$ -
***** 58100	Consultants-Instructional/Non-Instructional																				\$ -
Sub Total - Services			\$ 15,000		\$ -		\$ -		\$ -		\$ 500		\$ -		\$ -		\$ -		\$ -		\$ 48,652
GRAND TOTAL			\$ 177,938		\$ 183,780		\$ -		\$ -		\$ 500		\$ 1,600		\$ 14,284		\$ 1,500		\$ 3,576		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.

*** State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: F1		FILLMORE K-8			PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE							
X					27208558	PROGRAM SPEC	0090	12303021F1	19101	0.5000	0.5000
X					27208558	PROGRAM SPEC	3010	15064321F1	19101	0.5000	0.5000
X					64160494	LIBRARY MEDIA ASSISTANT	0090	12303024F1	22601	0.4375	1.0000
X					70502523	COMMUNITY ASST	3010	15067226F1	22901	0.4375	1.0000
X					70551582	INSTRUCTIONAL ASST	0090	12303010F1	21101	0.4375	1.0000
X					70551620	INSTRUCTIONAL ASST	0090	12303010F1	21101	0.4375	1.0000
X					70551590	INSTRUCTIONAL ASST	3010	15064310F1	21101	0.4375	1.0000
	x				71252689	BILINGUAL ASST/SPANISH	0091	12302010F1	21101	0.6250	1.0000
X					71253121	BILINGUAL ASST/SPANISH	0091	12302010F1	21101	0.6250	1.0000

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
 Report Location: CDD \ Accounting \ State and Federal
 User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
 Current Time: 04:05:14
 Page #: 8

Stockton Unified School District
State & Federal Strategic Preliminary Action List

TOTALS, THIS LOCATION: 227 4.4375

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.


NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On January 22, 2021, School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval:



DATE: 1/22/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 9

2020-2021 SPSA Evaluation

School Plan for Student Achievement (SPSA)
Evidence-Based Title I Funded Program Evaluation

Sample Evidence-Based Evaluation Template

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 1	Goal 1 Activity 1a supports for all students	<ul style="list-style-type: none"> During DL, students were able to meet with teachers 1:1 during office hours Teachers were able to conference and tailor pathways for students Teachers were able to receive training in NGSS Subsequently, teachers were provided opportunities to collaborate during and after NGSS training 	<p>Lack of proximity to students made it difficult to redirect during DL</p> <p>Students struggled to remain engaged, log on at the correct time, went off camera and stayed muted; additionally parents, didn't always prioritize students class schedules (for instance, mothers were feeding students on camera)</p> <p>It was often difficult to gauge authenticity of assessment data since assessments were administered remotely</p>	<p>*teachers communicated frequently with families about engagement; administrative team sent out messages via Blackboard and school website</p> <p>*teachers set up appointments with students to administer assessments</p>

Goal 1	<p>Goal 1 Activity</p> <p>1b supports for enhanced NGSS training; supports for AVID</p>	<ul style="list-style-type: none"> Teachers were committed to professional development There was 100% participation from teaching faculty for NGSS 101 with SJCOE Selected teachers participated in PLTW training (Launch level) Selected teachers were given opportunities to attend AVID webinars to provide continued supports to increase writing proficiency, increase critical thinking skills, provide organizational tools Program Specialist oversaw assessments for students and monitored data to help identify students with needs; PS oversaw AVID and other programs like EL; PS provided valuable input during 	<p>Though SSC approved the purchase of science lab furniture and equipment, teachers and students were not able to utilize the facilities / spaces due to DL during the global pandemic.</p> <p>Teachers opted to complete NGSS via Zoom and some in person owing to the MOU between district and STA. Teachers who took the training on site were able to experience the full effects of the training. Once the district transitioned to hybrid learning, teachers were able to participate in NGSS training fully.</p> <p>Professional development opportunities for novice teachers to receive PLTW training were cut short due to global pandemic.</p>	<p>*continue to work with district science curriculum specialist and SJCOE to enhance science content</p> <p>*continue to provide opportunities for teacher training and collaboration in science content and incorporate literacy skills like reading and writing through science</p> <p>*work with the district to secure a TOSA</p>
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		CARE/SAP/IEP meetings		
	1c increase student reading proficiency through small groups; extra supports; and access to literacy and print materials	<ul style="list-style-type: none"> • Bilingual Assistant worked with small groups of students in break out rooms during DL; BA also supported EL students during ELPAC testing; and monitored EL students' reclassification • Library Media Clerk continued to provide students by modeling positive reading habits by guest reading with classes during DL; LBC continued to provide students access to library books during DL 	Not all students had access to BA due to non-EL status	<p>*one BA left Fillmore to work at one of our sister sites because that sister site offered more hours during the week; that position has since been eliminated from staffing positions due to inability to fill and reallocating the monies elsewhere</p> <p>*SSC authorized the reallocation of monies for LMC to purchase new library books (both new titles and to replenish catalogue)</p>
	1d provide PK and K students opportunities to interact with one another	<ul style="list-style-type: none"> • Summer Bridge program • establish connections between K teachers and preschoolers 	<ul style="list-style-type: none"> • not all PK students will attend Summer Bridge • not all PK students will attend Fillmore post PK • PK has their own curriculum and schedule 	Reconsider awards assemblies to include PK as much as possible

	Goal 1 Activity 3 3a. Program Specialist and Instructional Coaches	<ul style="list-style-type: none"> • ELD support, testing, curriculum support, technology • Meets weekly with teachers during collaboration 	<ul style="list-style-type: none"> • Maybe more focused on younger grades to help build foundational skills • curriculum development 	
	3b. AVID Strategies, instructional materials, supplies	<ul style="list-style-type: none"> • AVID- We had tutors and met 2x weekly. • Teachers are interested in becoming a showcase school again 	<p>Not all teachers have been AVID trained</p> <p>Some teachers only want to attend training if there is compensation</p> <p>During 2020-2021, AVID is only available through webinars</p>	<p>*send selected teachers to AVID trainings</p> <p>*Focus area; organization and note-taking, beginning binders in grades 4 and continuing up</p> <p>*College bound focused climate</p>
	3c. Coaches support curriculum implementation/ conferences	<ul style="list-style-type: none"> • data is being collected • taking feedback • coaches follow up with teachers; mini lessons, planning days 	<ul style="list-style-type: none"> • Maybe more focused on younger grades to help build foundational skills • curriculum development ??? 	Continue: iReady pathways were not being done/ monitored prior to AC, now teachers are implementing
	3d Specialists from curriculum department	STEM professional development presented STEM it! curriculum	<ul style="list-style-type: none"> • Teachers were not interested in another program • No one utilized the curriculum 	

	3d. Equipment/ maintenance agreement	<ul style="list-style-type: none"> • Copies/ packets made for student pick up during drive throughs • primarily utilized in the Kinder/ primary grades to support handwriting fluency 		
	Goal 1 Strategy 4. Academic Conferences	Administration, coaches, and teachers were able to meet once formally in January to create SMART goals under the topics of; ELA, Math, ELD, Attendance, AVID		
	Goal 1 Strategy 5 preschool, TK Summer Bridge Program	N/A	N/A	N/A
Goal 2	Goal 2 Strat 1 1a. PBIS, PLUS, Restorative Circles, Lunch Time Activities (LTAs)	<ul style="list-style-type: none"> • PBIS has met monthly to adapt lessons, matrix, to meet COVID requirements • Worked to create reopening plans, lesson plans and videos • Counselors will host monthly LTAs for students who didn't receive discipline referrals, in-school 		

		suspension or out of school suspensions		
	Goal 2 Strat 2 2b Fillmore implemented a Restorative Practices / Reflection Room	<ul style="list-style-type: none"> teachers submitted a classroom management plan Fillmore implemented a progressive student reflection guide which culminated in a visit to the Restorative Practices Room 	Students were not able to use the Restorative Practices / Reflection Room due to Covid-19	
	Goal 2 Strat 1b SAP Process Goal 2 Strat 2a SAP absenteeism,	<ul style="list-style-type: none"> Teachers have submitted ____ SAP referrals this year Counselors have held ____ CARE team meetings this year focusing on academics and/ or attendance 	<ul style="list-style-type: none"> It has been difficult to determine at times if the work submitted by students is that of the student or the parent, making it difficult to have an accurate picture of students' ability 	
	Goal 2 Strat 3a Restorative Circles	<ul style="list-style-type: none"> Fillmore wanted to implement restorative circles in classrooms Teachers would practice STOIC 	Fillmore was not able to implement restorative circle school wide due to Covid-19 Fillmore was not able to practice STOIC due to Covid-19	
	Goal 2 Strat 4 Lunchtime Detentions	<ul style="list-style-type: none"> students would serve lunch detention with assistant principal for lunch time violations 	Students did not have lunch detention due to Covid-19	

		<ul style="list-style-type: none"> teachers have option to host their own detentions, of their own volition 		
Goal 3	Goal 3 Activity 1a Parent Events	<ul style="list-style-type: none"> Monthly Parent Coffee Meetings Regular ELAC/PTA Meetings (alternating schedule) Regular SSC meetings Family Nights: AVID Literacy, AVID Science; Drive Thru Awards; Movie Night PTA donations/ support 	<p>Participation from parents have dwindled compared to our first meetings in Summer 2019</p> <p>Minimal parent attendance at parent coffee meetings during Covid-19</p>	<p>Parent suggestion: keep virtual participation for parents who have impacted schedules</p> <p>*offering incentives (gift cards- Starbucks)</p>
	1b Community Assistant: parent and community outreach	<ul style="list-style-type: none"> CA is Spanish-speaking and well versed in technology Secured donations of Fillmore ball caps which were subsequently used during our attendance rally before transition to DL CA made phone calls during DL to walk Spanish speaking parents through hotspot directions, etc. 		

Comprehensive School Profile Data:

Fillmore Elementary 2020/2021 Staffing

Continuous Improvement: Decision Making Model -- Essential Questions for Academic Performance in ELA & MATH

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>K-8 Cumulative number of students enrolled for mid-March 2020 is 708</p> <p>87.9% Socioeconomically Disadvantaged</p> <p>35.2% of our students are English Learners</p> <p><u>CA Dashboard results for ELA:</u></p> <p>ALL -46.9% Yellow EL -51.8% Yellow SED -47.0% Yellow SWD -155.4% Red AA -86.0% Red Hisp -46.6% Yellow White -38.2% Yellow</p> <p>Asian, 2 Race, Fili, PI, Fos, and HOM (NC)</p> <p><u>CA Dashboard results for Math:</u></p>	<p>Decrease the distance from Standards Points by 3 points for all students and in all subgroups</p> <p>Increase the Percentage of Students meeting grade level standards by 5% on SBAC</p> <p>Decrease the distance from Standards Points by 2 for students that fall under Additional Targeted Support and Improvement</p>	<p>2020-2021 school year started with 10 FTE second-year teachers. One veteran FTE retired on January 1, 2021. The vacancy was back filled by a long term sub whose job offer was rescinded due to the district's hiring freeze. The vacant class has been split and taught by other teachers in the life level due to subs not taking the job.</p> <p>Program specialist was a new hire for 2019-2020. Pandemic has increased her workload in terms of teacher support.</p> <p>Pandemic has derailed progress for both teachers and students. Lack of professional</p>	<p>Need one FTE Instructional Coach (no splits) to focus on Direct Interactive Instruction model of lesson design, and tighten up DII school wide so that the rigor in the classroom is increased. This includes training all new teachers on campus on the DII model and providing support to all teachers. FTE IC will work closely to complete a full coaching cycle without interruption. In addition, one FTE IC would support lesson studies in the implementation and fidelity to the curriculum adoption of the 2019-2020 school year and the new science curriculum adoption.</p>	<p>Professional Development and coaching support on the PLC process, new curriculums for math, ELA, and science, AVID strategies, standards support, DII, & EL support.</p> <p>Continuous Training and coaching for Bilingual Assists and Classroom assists that are supporting students during MTSS.</p> <p>Collect data and products from the PLC process and academic conferences.</p>	<p>Data collection based on CFAs, iReady, Benchmark, SBAC, PLC Data analysis.</p> <p>Monitor Products from the PLC Process.</p> <p>Administration will continuously review data, ongoing program/instruction monitoring and support.</p> <p>Instructional Coach will support new and struggling teachers.</p> <p>Program Specialist will support AVID, ELD, PLTW, technology, and testing.</p> <p>Monitor the number of staff trained.</p> <p>Monitor and share progress with Site Leadership team so that they can in turn share</p>

<p>ALL -74.9% Orange EL -128.8% Red SED -75.6% Orange SWD -173.9% Red AA -139.0% Red Hisp -74.5% Orange White -54.30% Yellow</p> <p>Asian, 2 Race, Fili, PI, Fos, and HOM (NC)</p> <p>SBAC data reflects that in 17-18 21% met Standard in Math. SBAC data reflects that in 17-18 26% met Standard in ELA</p> <p>18-19 Winter MAP data shows that out of our entire student population in grades K-8 only 23% of our students in Math & 26% of our students in ELA met standards.</p> <p>MAP data reflects that only 10% of our English Learners (EL) met standard.</p>		<p>development to support teachers to implement and strengthen AVID, ELD, & PLTW.</p> <p>Concurrent implementation of math and ELA curriculum adoptions. Some teachers did not attend pedagogy training provided by the district. Implementation derailed by pandemic and shift to distance learning.</p> <p>Transition from NWEA assessments to iReady and Benchmark assessments.</p> <p>Currently splitting two Instructional Coaches with another site whose demographics are not similar to Fillmore's.</p> <p>Fillmore's Data Analysis and Action Plans during PLCs continues. All new staff need PD on the basics of the PLC cycle. New teachers have not</p>	<p>Need to maintain 1.0 FTE Program Specialist to focus on AVID PD and support that would deepen school wide knowledge on the strategies and create fidelity in each grade level school wide. PS would also focus on EL support for students and staff. PS would oversee other programs on campus including but not limited to After School Program, PLTW, etc.</p> <p>Need to maintain instructional assists to support students in small group settings and provide reinforcement of first instruction.</p> <p>Need to maintain bilingual assists to support EL student reclassification.</p> <p>Continued coaching for administrative team both in professional</p>	<p>Identify staff who require individual coaching and training.</p> <p>Daily/weekly classroom visits and debrief observations amongst admin team and operations team.</p> <p>Use classroom visitation tool to give immediate feedback.</p>	<p>info in their PLC.</p>
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		<p>been trained in the PLC process.</p> <p>There needs to be more Focus on EL support to increase reclassified students.</p> <p>Need to provide ongoing professional development for new teachers and refresh strategies and pedagogy for veteran teachers.</p> <p>Shift to distance learning have halted progress for both new teachers and students. Data not as accurate due to nature of remote testing.</p>	development and leadership development.		
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Fillmore Elementary 2020/2021 Staffing

Continuous Improvement: Decision Making Model -- Essential Questions for Chronic Absenteeism (Student Engagement)

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>K-8 Cumulative number of students enrolled for mid-March 2020 is 708</p> <p>Number of students with 10% or more days of UNX abs: 168</p> <p>Chronic Ab Rate for 2019: 22.2%</p> <p><u>CA Dashboard results for Chronic Absenteeism:</u> ALL 22.2% Orange EL 17.3% Orange SED 23.3% Red SWD 30.2% Red AA 48.9% Orange Hisp 19.8% Yellow White 20.0% Yellow</p> <p>Asian, 2 Race, Fili, PI, Fos, and HOM (NC)</p>	<p>Decrease the percentage for ALL students, in all subgroups who are chronically absent by 0.5 to 3.0 points</p> <p>Distance learning and families moving for familial supports exacerbated absenteeism</p> <p>Students had little to no access to internet at the beginning of pandemic; while district helped alleviate internet access issues, other problems emerged with hotspots</p> <p>Increase parent involvement; parent attendance at ELAC and PTA dropped off significantly during pandemic</p>	<p>Covid 19 pandemic has impacted attendance due to lack of accountability from students and parents; internet access and connectivity issues were longstanding; once hotspots were distributed, students just wouldn't log on</p> <p>Low parent response and support; even with the support of community liaison</p> <p>Incentive program should motivate and encourage students to want to come to school</p>	<p>Maintain 1.0 FTE Community Outreach Liaison to help increase parent involvement and support for parents</p> <p>Need 1.0 FTE CWA Clerk to help monitor absences</p> <p>Increase parent involvement by having meetings at different times; viable during distance learning</p> <p>Increase parent awareness through meetings and trainings</p> <p>Increase parent communication through</p>	<p>Monitor calendar for ongoing monitoring and feedback</p> <p>Increase rewards and attendance incentive drives</p> <p>Attendance and suspension reports</p> <p>Meet with counseling team and review reports provided by Gus Juarez</p>	<p>Ongoing program/instruction monitoring and support</p> <p>Continuous data review</p> <p>Monitor and share progress with Site Leadership team so that can in turn share info with their PLC</p>

		<p>Lack of attendance to morning meetings for parents</p> <p>Lack of electives for intermediate and middle school students to maintain interests and motivation</p> <p>Teacher mindset in not wanting to recognize and reward students for what are considered basic expectations [by teachers]</p>	district provided system, school website		
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Fillmore Elementary 2020/2021 Staffing

Continuous Improvement: Decision Making Model -- Essential Questions for Suspension (Condition & Climate)

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>

<p>K-8 Cumulative number of students enrolled for mid-March 2020 is 708</p> <p>According to the Ca Dash Board, 2019 Suspension rate: ALL 6.3% Red EL 4.0% Orange SED 6.6% Red SWD 9.1 Orange AA 14.6% Orange Hisp 5.7% Orange White 8.5 Orange</p> <p>Asian, 2 Race, Fili, PI, Fos, and HOM (NC)</p> <p>Comparison of Out of school days of suspension 71 days mid Feb. 17/18 vs 114 days mid Feb.18/19</p>	<p>Decrease the percentage for all students and in all subgroups who are suspended by 0.3 to 1.0</p>	<p>Low parent response and support</p> <p>Sporadic PBIS system in place</p> <p>Students are unaware of expectations in common areas</p> <p>New teachers are unaware of PBIS systems, CHAMPS strategy, Restorative Justice practices and techniques</p> <p>Veteran teachers correct and discipline students from previous guidelines and acceptances</p> <p>Academic and behavioral expectations are not common across grade levels</p> <p>Incentive program should motivate and encourage students to want to come to school</p>	<p>Need maintain 1.0 FTE Community Outreach Liaison to help increase parent involvement and support for parents</p> <p>Need 1.0 FTE CWA Clerk to help monitor absences</p> <p>Training and professional development for new and veteran teaching staff and administration for PBIS, Restorative Practices, CHAMPS</p> <p>Restorative Practices room where students are provided a place to regain focus and reflect on behaviors</p> <p>Increase parent involvement by scheduling meetings at different times</p> <p>Increase parent awareness through meetings and trainings</p>	<p>Monitor calendar for ongoing monitoring and feedback</p> <p>Attendance and suspension reports</p> <p>Calibrate expectations across grade levels and life levels</p> <p>Implement and monitor behavioral expectations across grade levels and life levels</p> <p>Monitor and calibrate student reflection sheets</p> <p>Celebrate student successes; instate individual student plans for behavior improvement</p>	<p>Ongoing program/instruction monitoring and support</p> <p>Continuous review of data</p> <p>Monitor and share progress with Site Leadership team so that can in turn share info with their PLC</p>
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		Lack of attendance to morning meetings for parents	Increase Professional Development on social emotional development, equity, and mindfulness to all staff, including office staff, Noon Duty & assists		
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

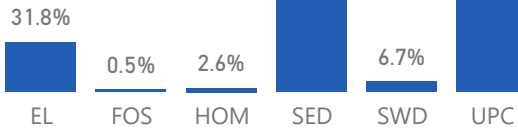
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



660

Enrollment



December

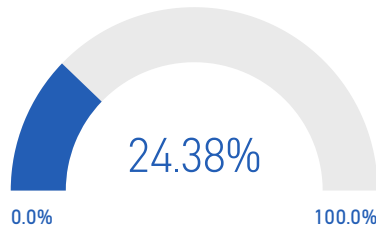
Engagement



CWA

8

Parent Outreach



Chronic Absenteeism

Winter

Academics



Participation

98%

ELA: K-11

On-Track

28%

Percent



Participation

98%

Math: K-8

On-Track

16%

Percent



Participation

(Blank)

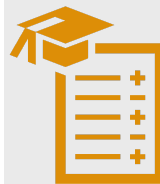
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

28

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

1063

Total Test Count

Ready Class

1520

Total Test Count

Saavas

155

Total Test Count



Plus Survey

School Climate

21.2%

78.8%

22.2%

77.8%



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search

Fillmore Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

1 ↑

Dec-Jan change

01-Aug

637

Enrollment

06-Jan

661

Enrollment

02-Sep

644

Enrollment

03-Oct

653

Enrollment

04-Nov

654

Enrollment

05-Dec

660

Enrollment

SUSD RA v1.1

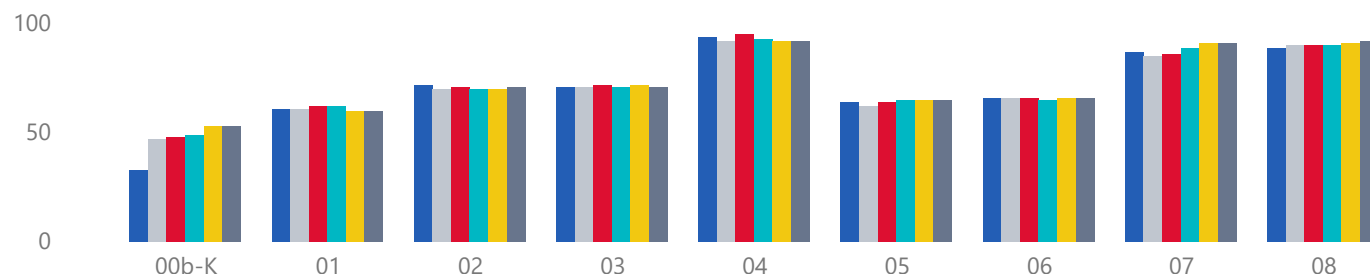
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

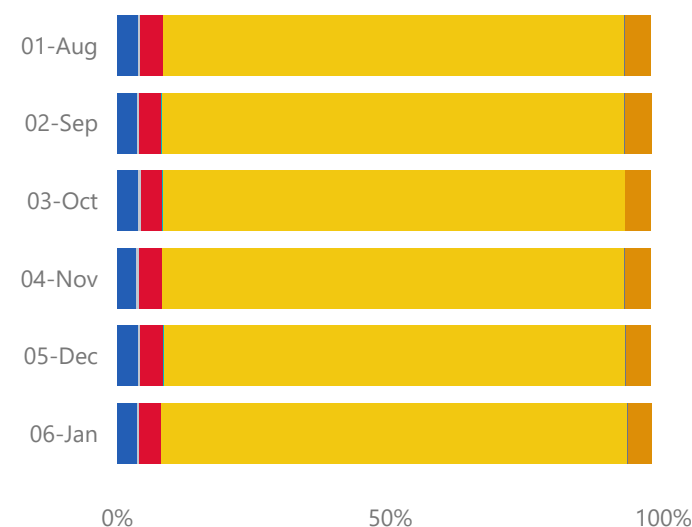
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



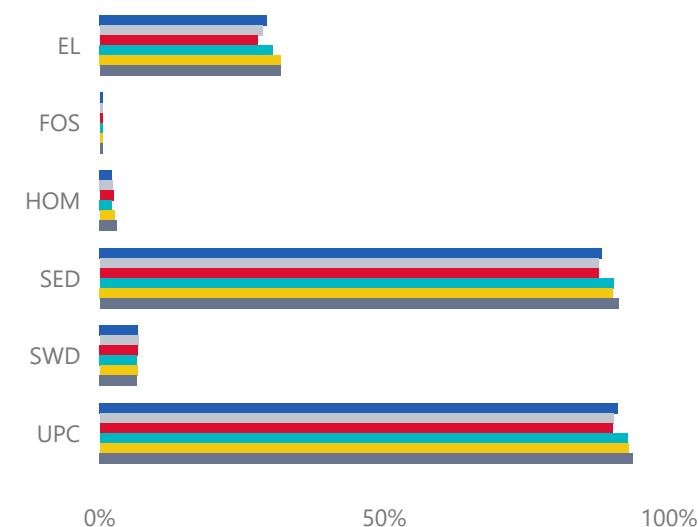
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Fillmore Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

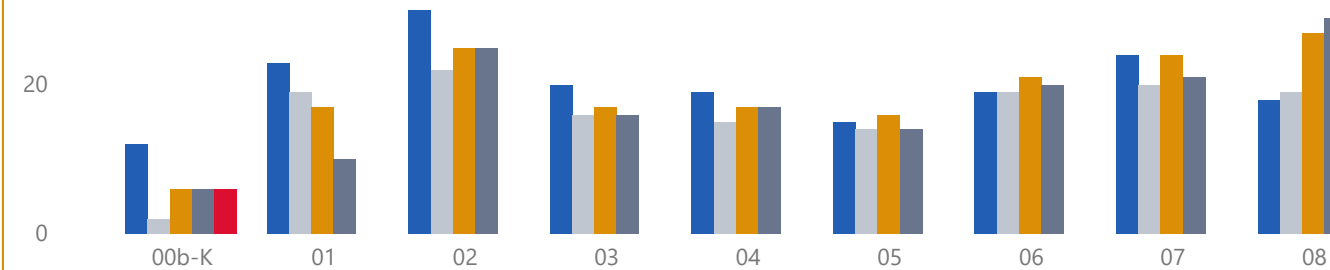
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

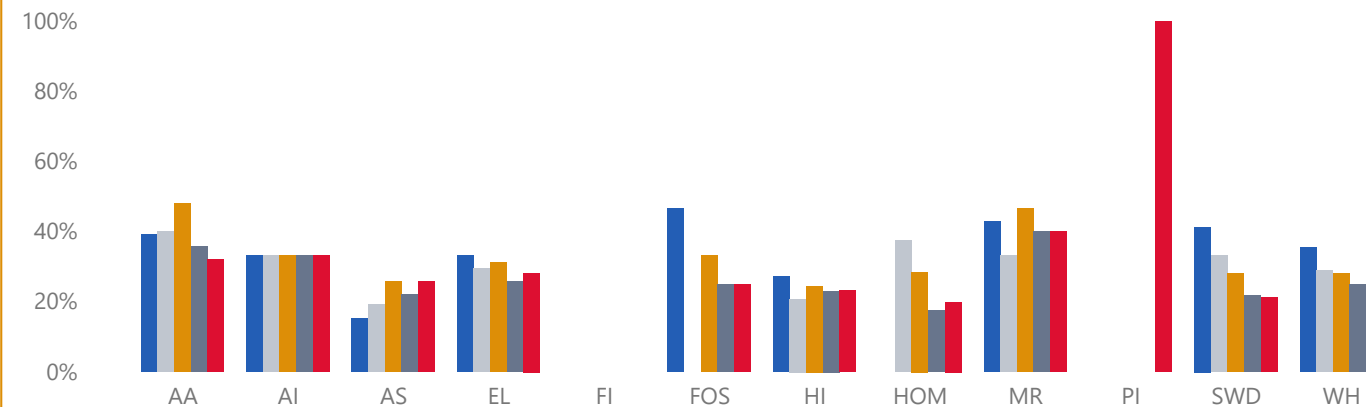
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



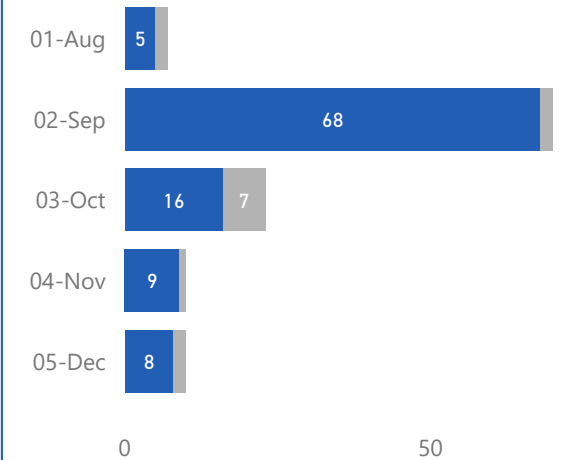
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec

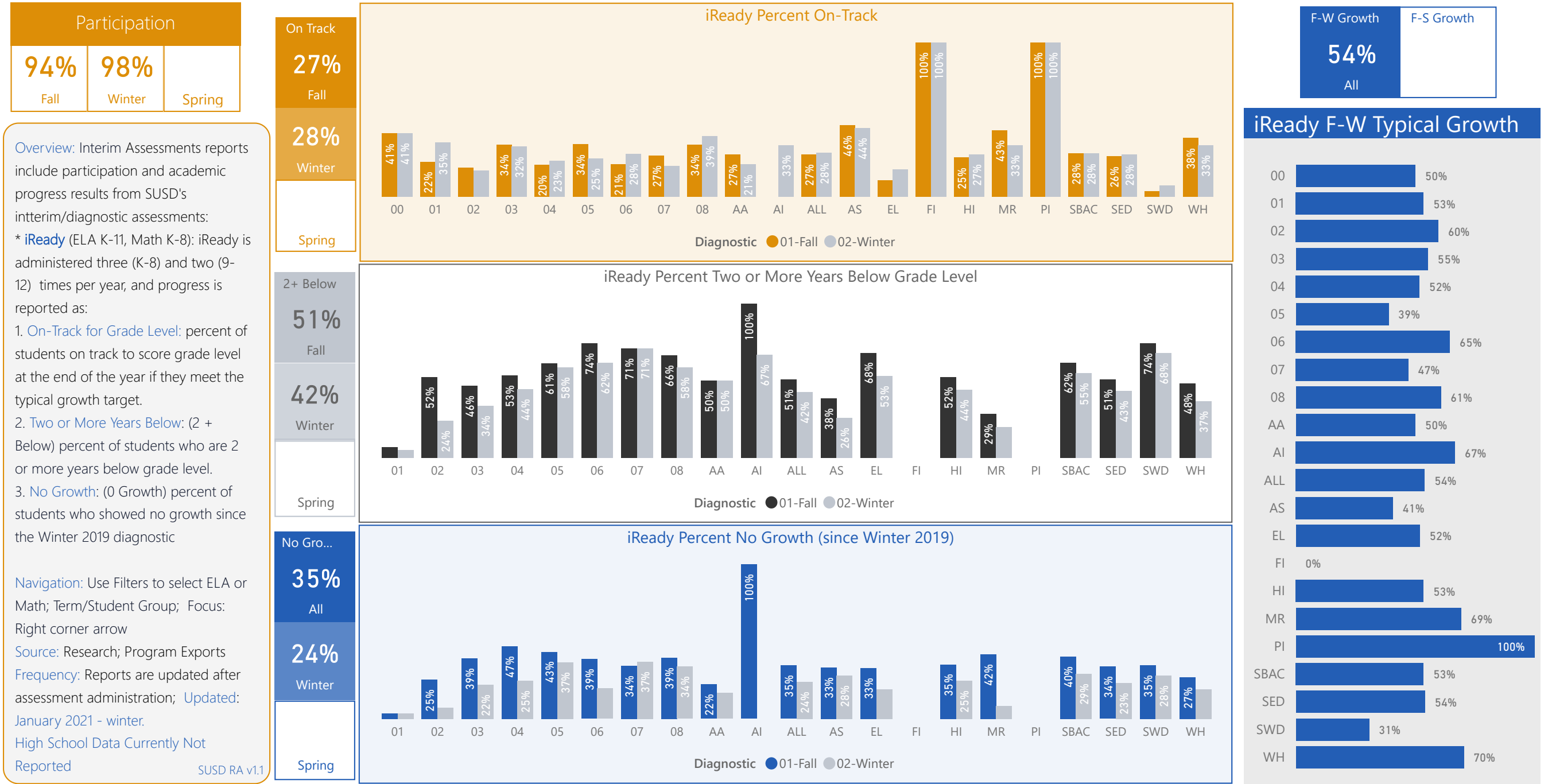


CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1520

Total Test Count

Saavas

155

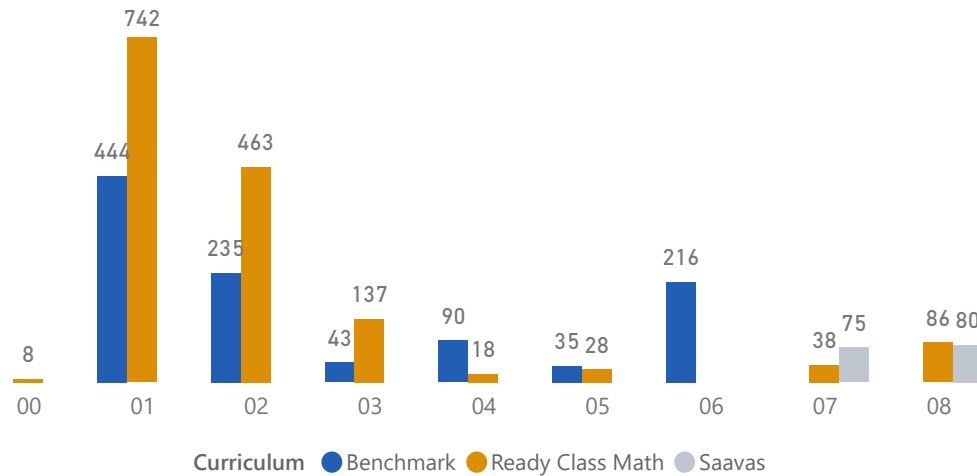
Total Test Count

Benchmark

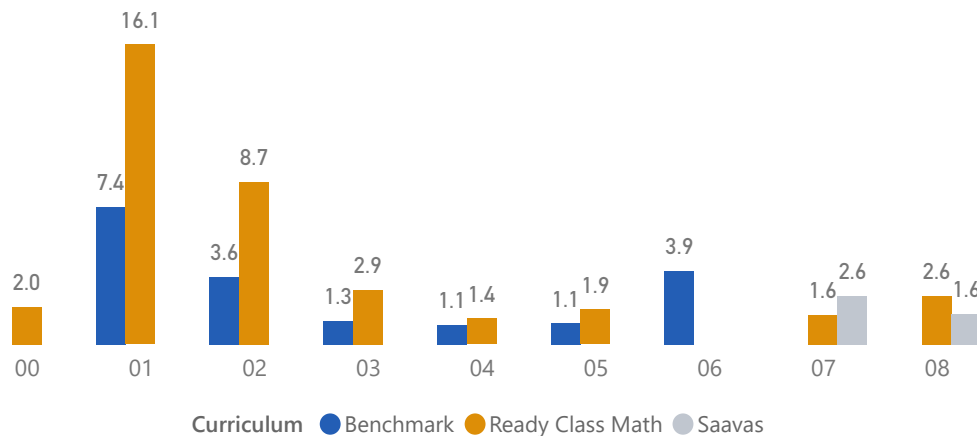
1063

Total Test Count

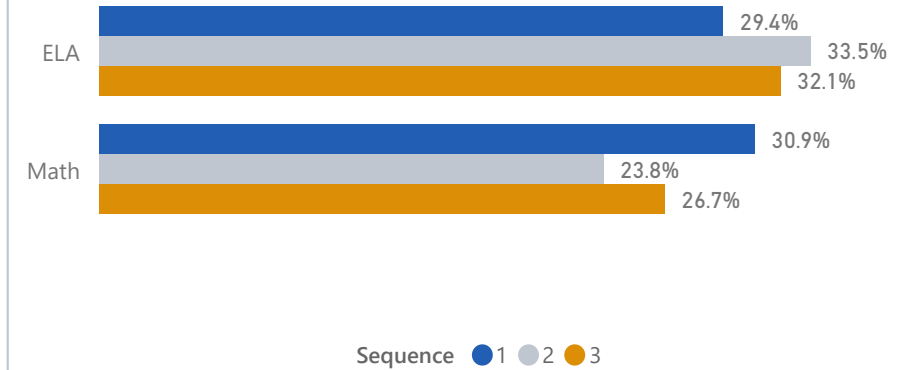
Curriculum: Test Count



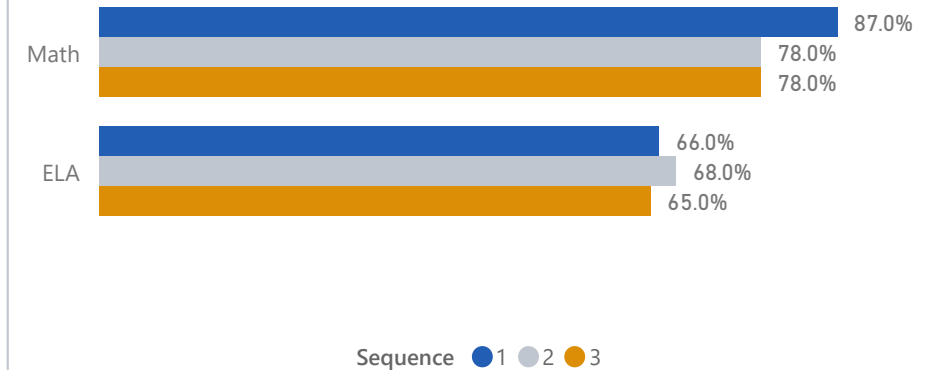
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

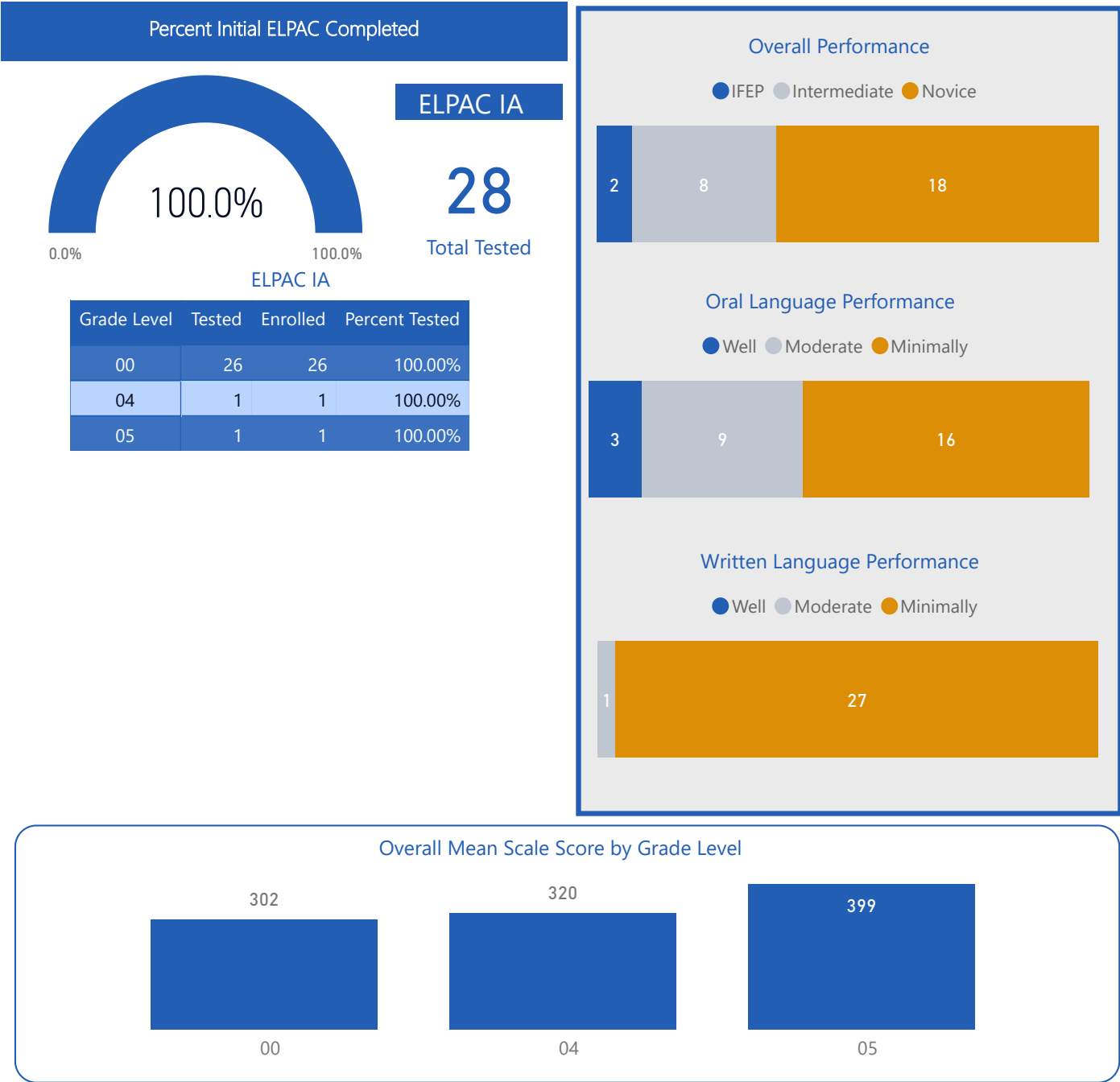
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

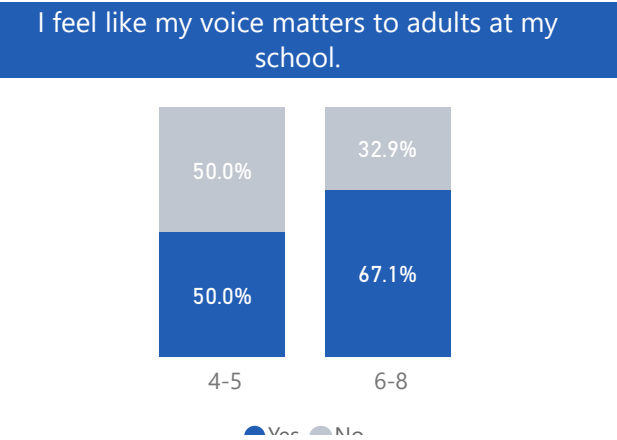
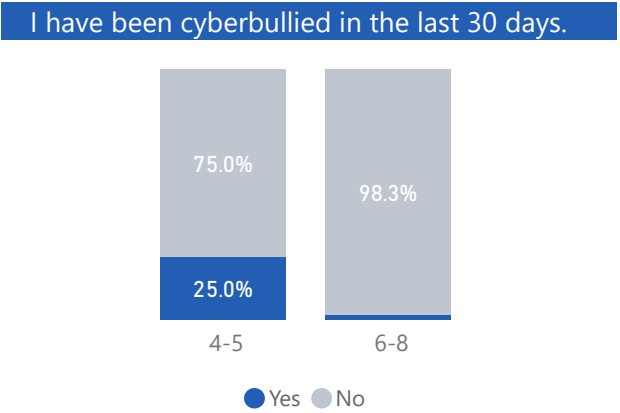
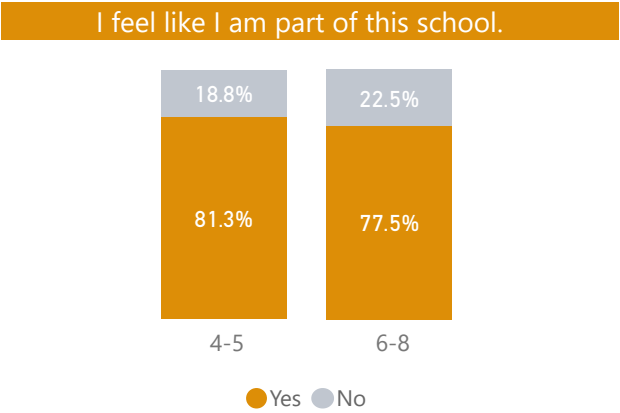
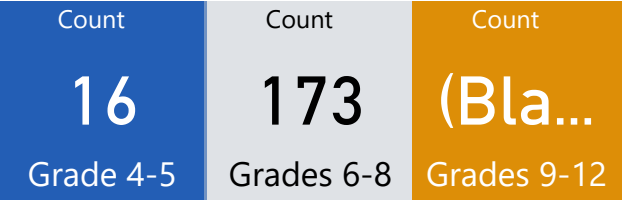
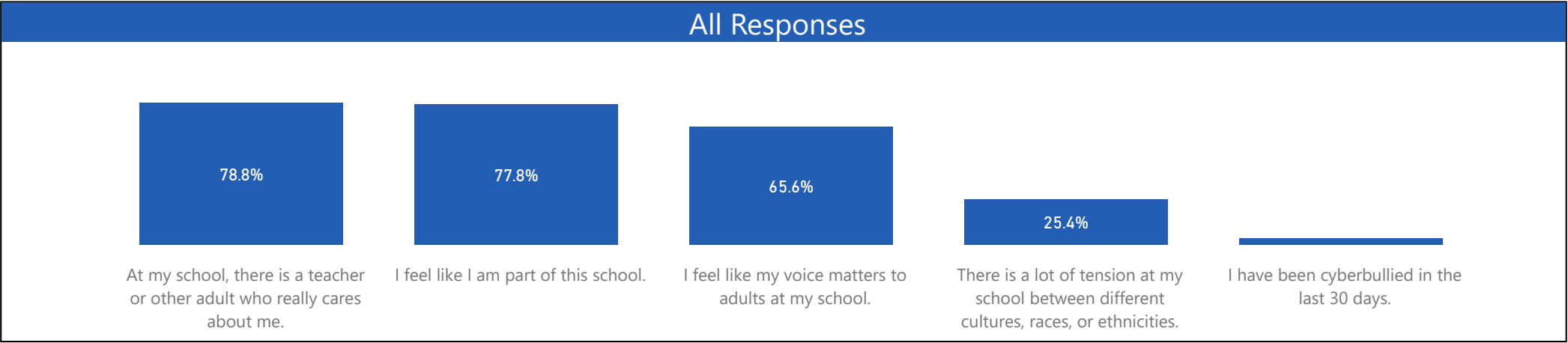


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

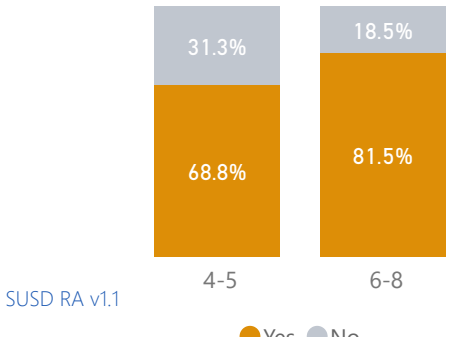
Navigation: NA

Source: Student Support Services - PLUS program

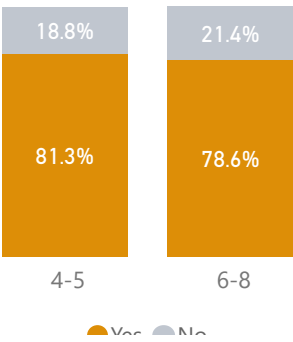
Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



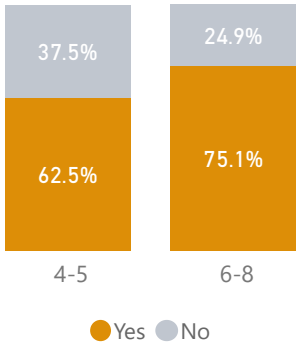
At my school, there is a teacher or other adult who believes that I will be a success.



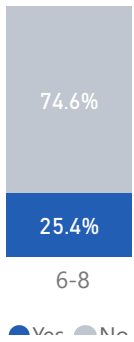
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: **Updated: January 2021**

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

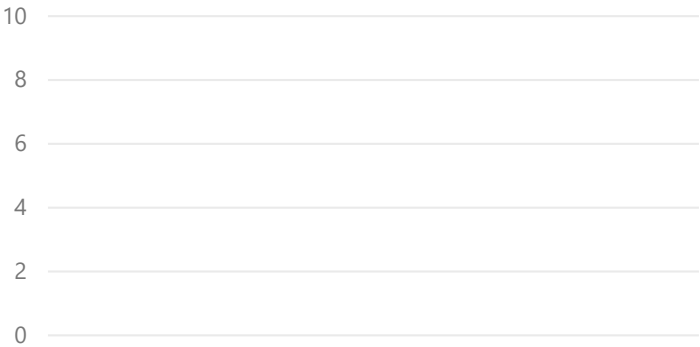
All

MDTP: Fall Diagnostic

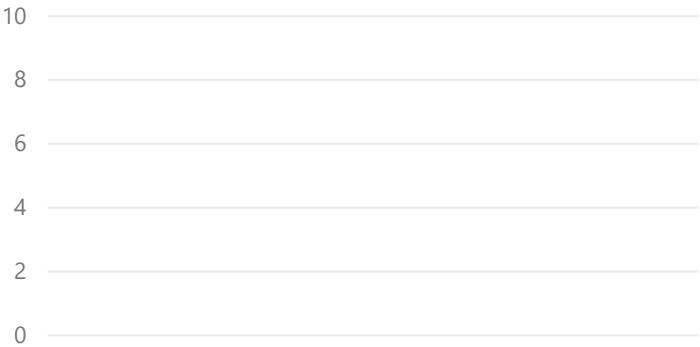
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

95%

Fall

98%

Winter

Spring

On Track

18%

Fall

16%

Winter

Spring

2+ Below

46%

Fall

42%

Winter

Spring

No Growth

37%

All

32%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

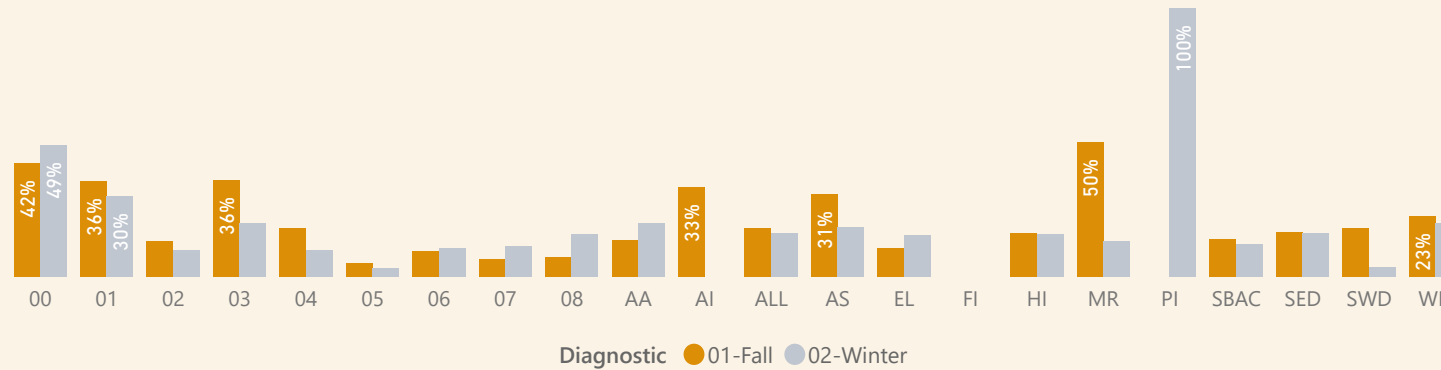
Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

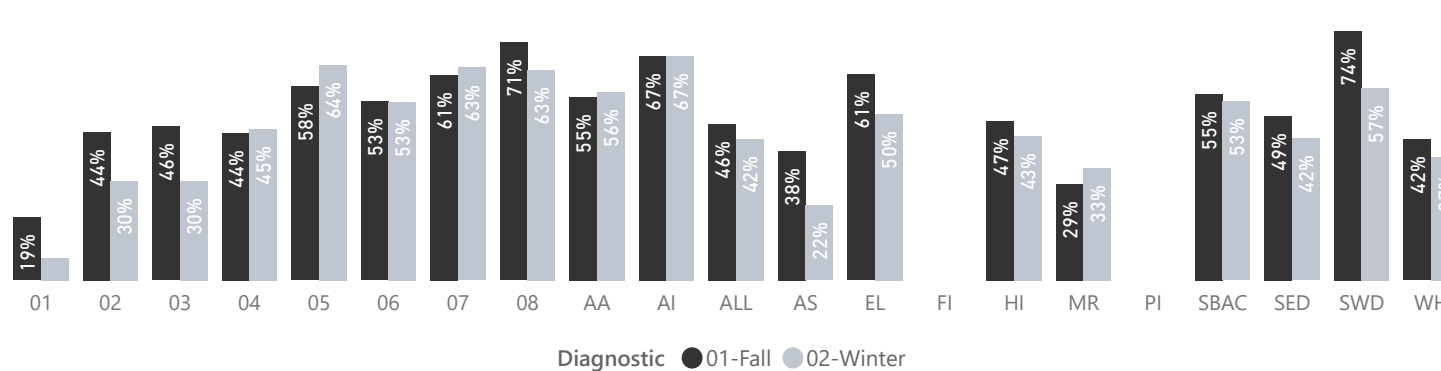
High School Data Currently Not Reported

SUSD RA v1.1

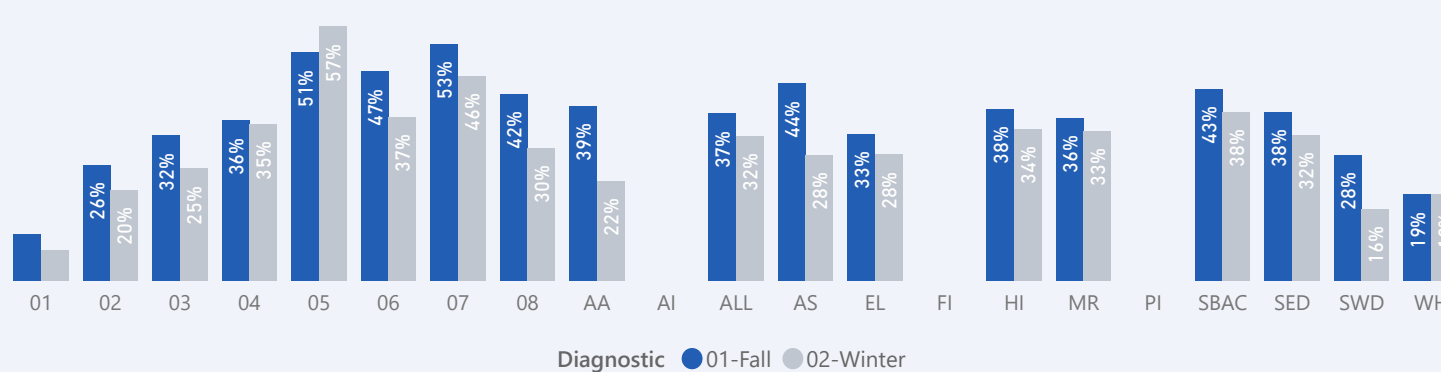
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



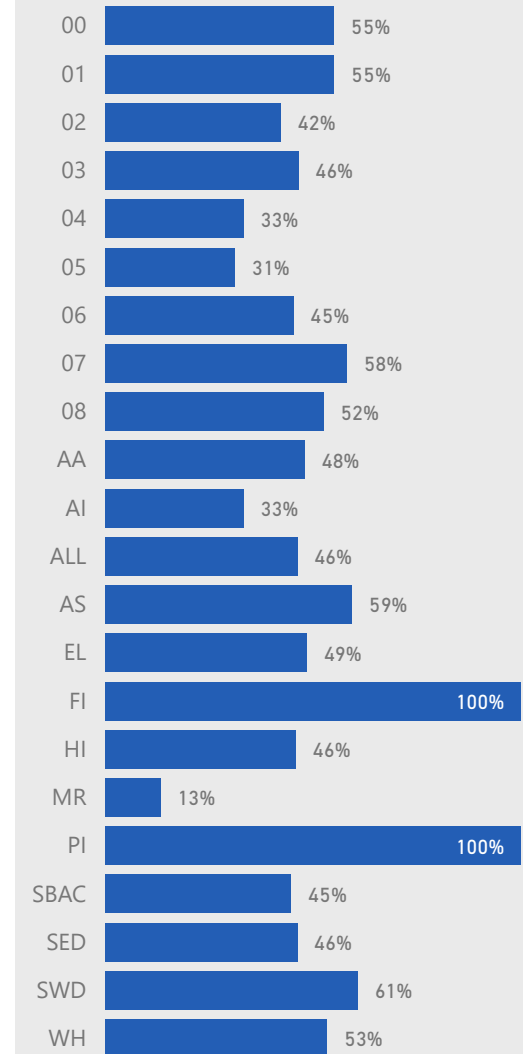
F-W Growth

46%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Fillmore Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

March 25, 2021

Date of Meeting

Other committees established by the school or district (list):

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 11, 2021

Date of Meeting

Attested:

Thongthip Duangsawat

Typed Name of School Principal


Signature of School Principal

6/11/2021
Date