



John Kelley Elementary School

Blazers Believe in the Power to Succeed!

SPSA Year 2018–19

School Plan for Student Achievement (SPSA) Template

[Addendum 1:](#) Regulatory requirements [Addendum 2:](#) General instructions.

[Appendix A:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#)

School Name	John Kelley Elementary School		
CDS Code	33736766032833		
Revision Date	October 22, 2018		
Contact Name and Title	Rosemary Hyder Principal	Email and Phone	mpadilla@cvusd.us 760-399-5101
The District Governing Board approved this revision of the SPSA on	Coachella Valley Unified School District		

THE STORY: Briefly describe the students and community and how the school serves them.

Principal's Message

Dear Parents and Community Members: It is a distinct honor and a pleasure to serve as your Principal. This is an exciting time for our staff and students. Our students are meeting the challenge of our state standards and we are all very proud of their accomplishments. Last year, students and staff adopted a school motto: "Blazers Believe in Power to Succeed!" This belief is apparent as everyone continues to work diligently to attain academic goals. Continuing our success will encompass targeting learning strategies to students, continuing in our Response to Interventions, increase community and parent involvement and increase student use of technology.

We continue to have very active parents who serve on our School Site Council, English Language Advisory Council (ELAC), and Parent, Teacher Organization (PTO). These groups, staff and I will work towards welcoming parents and community members to assist teachers in helping students attain proficiency in English/Language Arts and Mathematics Standards. This year we are implementing AVID in grades Three through Six.

Teachers work regularly in Data Team Meetings and participate in Professional Development with a focus in Writing, Math and English Language Development (ELD). They analyze data, target students and their needs and discuss teaching modifications to meet their needs. Through this process, learning strategies for students are discussed and shared, along with teaching strategies.

I believe that our students are willing to learn, parents and staff are willing to support. The power of this belief is why John Kelley Blazers will continue to succeed.

With deepest regard,

THE STORY: Briefly describe the students and community and how the school serves them.

RoseMary Hyder, Principal

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District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff. John Kelley Elementary is located in the city of Thermal and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2017-18 school year, 570 students were enrolled, including 23.5% students with disabilities, 64.9% English Language Learners, and 93.9% socioeconomically disadvantaged.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA.

Single Plan for Student Achievement - Plan unico para el rendimiento estudiantil

Highlight #1

TK - 6th Grade: All students will receive high standards of instruction in English Language Arts, English Language Development, Writing, and Math by creating regular constructive collaborative planning time to continue building school-wide awareness of Common Core Standards, best practices, and teacher created assessments mirroring the CAASPP.

Kinder - 6to Grado: Todos los estudiantes recibirán altos estándares de instrucción en Artes del Lenguaje Inglés, Desarrollo del Idioma Inglés, Escritura y Matemáticas mediante la creación de tiempo constructivo de planificación colaborativa para continuar creando conciencia en toda la escuela de los Estándares Básicos Comunes, las mejores prácticas y el maestro evaluaciones creadas que reflejan el CAASPP.

Highlight #2

Maintain a safe environment, conducive for learning for students and staff.

Mantener un ambiente seguro, propicio para el aprendizaje de los estudiantes y el personal.

Highlight #3

John Kelley Elementary School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness. Collaboration between school and home continues to be critical as we continue to implement Common Core State Standards. We will provide multiple opportunities to collaborate with parents to support our movement towards all students meeting or exceeding standards school-wide as measured by the CAASPP.

La escuela primaria John Kelley colaborará con padres, maestros, estudiantes, personal de apoyo y miembros de la comunidad para apoyar el éxito académico de los estudiantes y la preparación para la universidad, la carrera profesional y la ciudadanía. La colaboración entre la escuela y el hogar continúa siendo fundamental a medida que continuamos implementando los Estándares Estatales Básicos Comunes. Brindaremos múltiples oportunidades para colaborar con los padres a fin de apoyar nuestro movimiento hacia todos los alumnos que cumplan o superen los estándares de toda la escuela, según lo medido por el CAASPP.

Additional Highlights for the coming year:

In addition to the items above, John Kelley Elementary will focus and grow the following elements:

* AVID as an ongoing focus: Training for certificated staff in researched based AVID instructional strategies for all content areas with an emphasis on note-taking via the Three Column Note-Taking, Writing across all curriculum, Academic Language with an emphasis on Writing, Literacy, and Math.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA.

* On-site Professional Development to support implementing AVID instructional strategies and writing strategies into the classroom.

* In conjunction with support from CWA via the Compadres Network, provide professional Development for certificated and classified staff on how to establish a nurturing positive learning environment in the classroom and supporting a positive school climate. This includes PBIS and MTSS efforts.

* Parent Workshops in partner ship with PLATA, we will be offering parenting classes in the following areas: Positive Parenting, Creating Confident Kids, Improved Communication, Structure Supports for Success, Practice for Success, What Children Need to Succeed, Parents Engaged for Academic Success.

Además de los elementos anteriores, Westside Elementary enfocará y aumentará los siguientes elementos:

* Capacitación para personal certificado en estrategias de instrucción AVID basadas en investigación para todas las áreas de contenido con énfasis en Nota enfocada

Toma, escritura, lenguaje académico y alfabetización, y matemáticas.

* Desarrollo profesional en el lugar para apoyar la implementación de estrategias de instrucción AVID y estrategias de escritura en el aula.

* Desarrollo profesional para personal certificado y clasificado sobre cómo establecer un ambiente de aprendizaje positivo en el entorno

Aula y apoyando un clima escolar positivo.

* Talleres para padres se ofrecerán en las siguientes áreas:

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

All of our student groups made progress in ELA and Math, with the exception of our Migrant students. Our Students with disabilities made significant growth in ELA with 15.64 points growth.

John Kelley Elementary												
Total												
Student Subgroups	ELA						Math					
	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-59.17	-71.64	12.46	Yellow	24%	20%	-77.03	-82.73	5.70	Yellow	18%	14%
EL	-92.27	-105.63	13.36	Orange	11%	7%	-105.62	-106.94	1.31	Red	10%	8%
SPED	-137.77	-153.41	15.64	Orange	3%	5%	-134.36	-149.30	14.94	Orange	5%	3%
SED	-61.91	-74.37	12.46	Yellow	23%	19%	-82.23	-85.56	3.33	Yellow	16%	13%
Migrant	-74.00	-71.32	-2.68	Red	22%	21%	-85.30	-99.58	14.27	Yellow	9%	11%
Read 180	-99.18	-126.20	27.02	Orange	4%	2%	-112.24	-123.66	11.42	Orange	6%	4%
Dual Language	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-78.00	-106.00	28.00	Orange	0%	0%	-106.00	-66.00	-40.00	Red	0%	0%
Hispanic or Latino	-59.24	-70.71	11.47	Yellow	24%	21%	-77.18	-82.55	5.37	Yellow	18%	14%
Two or More Races	-148.00	-19.00	-129.00	Red	0%	50%	-240.00	-93.50	-146.50	Red	0%	0%
White	-	-132.00	-	-	-	0%	-	-106.00	-	-	-	0%

GREATEST PROGRESS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

While students are making progress, the trend is that students get farther away from Met Standard as they progress in grade levels for both ELA and Math with the exception of 5th grade in ELA. We contribute this decline to a lack of monitoring data in math over the last year and teacher excessive absences in certain classes.

GREATEST NEEDS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

2017-2018		John Kelley Elementary									
		Longitudinal Cohort Analysis									
		ELA									
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend	
Grade_4	-	-	-60.46	-91.37		-	-	26%	18%		
Grade_5	-	-60.96	-65.00	-62.42		-	19%	25%	19%		
Grade_6	-87.38	-73.75	-76.48	-60.53		14%	18%	18%	20%		
		Math									
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend	
Grade_4	-	-	-46.60	-76.82		-	-	23%	13%		
Grade_5	-	-44.84	-61.30	-96.14		-	30%	17%	10%		
Grade_6	-79.31	-74.47	-99.10	-108.01		9%	14%	9%	9%		

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the data, we can identify significant performance gaps in ELA for all subgroups and specifically our Migrant students. To address this need the site will utilize CORE5 Lexia for intervention and prevention. Teachers will monitor and analyze data every six weeks. For ELA we still see evidence of our Migrant student struggling to master our grade-level content. It is our intention to support all these students with a direct focus on Writing which includes and is not limited to language conventions. We will continue to support our Migrant and EL population through our designated and integrated English Language Development.

PERFORMANCE GAPS

2017-2018		John Kelley Elementary										
		Total										
		ELA					Math					
Student Subgroups	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-59.17	-71.64	12.46	Yellow	24%	20%	-77.03	-82.73	5.70	Yellow	18%	14%
EL	-92.27	-105.63	13.36	Orange	11%	7%	-105.62	-106.94	1.31	Red	10%	8%
SPED	-137.77	-153.41	15.64	Orange	3%	5%	-134.36	-149.30	14.94	Orange	5%	3%
SED	-61.91	-74.37	12.46	Yellow	23%	19%	-82.23	-85.56	3.33	Yellow	16%	13%
Migrant	-74.00	-71.32	-2.68	Red	22%	21%	-85.30	-99.58	14.27	Yellow	9%	11%
Read 180	-99.18	-126.20	27.02	Orange	4%	2%	-112.24	-123.66	11.42	Orange	6%	4%
Dual Language	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-78.00	-106.00	28.00	Orange	0%	0%	-106.00	-66.00	-40.00	Red	0%	0%
Hispanic or Latino	-59.24	-70.71	11.47	Yellow	24%	21%	-77.18	-82.55	5.37	Yellow	18%	14%
Two or More Races	-148.00	-19.00	-129.00	Red	0%	50%	-240.00	-93.50	-146.50	Red	0%	0%
White	-	-132.00	-	-	-	0%	-	-106.00	-	-	-	0%

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

All students will be provided with additional support through Writing Strategies, AVID Strategies, Read 180, Early Literacy Intervention and after school tutoring. Teachers will have additional opportunities to collaborate for student identification and improved services. In addition Response To Intervention Teams will work towards contributing additional interventions for identified students scoring standard nearly met, or standard not met.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Title I 2018-19 Preliminary Allocation

\$23,273

LCFF S/C Funding

\$24,561

Other funding: 2017-18 Title I Carry-over (15% allowable)

\$1,869

Other funding: 2018-19 Title I District Parent Involvement

\$3,375

\$53,078

Total Projected funding for SPSA 2018-19

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 1

Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st century.

1 X 2 3 X 4 5 6 X 7 X 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 2 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 2 PE: 2 VAPA: 1 World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p> <p>VI. EL Access to Common Core and ELD standards: 2</p>	<p>ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 3 VAPA: 2 World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p> <p>VI. EL Access to Common Core and ELD standards:</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>ELA: All Students: 25% English Learners: 8% Migrant: 20 % Socioeconomically Disadvantaged: 25% Hispanic/Latino: 25 % Students with disabilities: 8%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH: All Students: 15 % English Learners: 10 % Migrant: 10% Socioeconomically Disadvantaged: 15% Hispanic/Latino: 18 % Students with disabilities: 5 %</p> <p>D. EL progress: 45%</p> <p>E. EL reclassification: 11%</p>	<p>ELA: All Students: 23.8% English Learners: 9.5% Migrant: 21.7% Socioeconomically Disadvantaged: 23.8% Hispanic/Latino: 23.8 % Students with disabilities: 2.4 %</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH: All Students: 18.5% English Learners: 10.3% Migrant: 8.6% Socioeconomically Disadvantaged: 18.5% Hispanic/Latino: 18.4% Students with disabilities: 4.8 %</p> <p>D. EL progress: %</p> <p>E. EL reclassification: %</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students:</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>ELA Color: Yellow Status: Low Distance/points from 3: -54.4 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.5 Change: Increased Points change: 10.0</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -59.2 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -72.7 Change: Increased Points change: 10.0</p> <p>3) Migrant: ELA Color: Yellow Status: Low Distance/points from 3: -69.5 Change: Increase Points change: 10 Math Color: Orange Status: Low Distance/points from 3: -89.7 Change: Decrease Points change: -15.6</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low</p>	<p>ELA Color: Yellow Status: Low Distance/points from 3: -59.1 Change: Increased Points change: 12.5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -77.0 Change: Increased Points change: 5.7</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -92.3 Change: Increased Points change: 13.4</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -105.6 Change: Maintained Points change: 1.3</p> <p>3) Migrant: ELA Color: Red Status: Very Low Distance/points from 3: -74 Change: Maintained Points change: -2.7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -85.3 Change: Increased Points change: 14.3</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>Distance/points from 3: -56.6 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -69.8 Change: Increased Points change: 10.0</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.4 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.4 Change: Increased Points change: 10.0</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Yellow Status: Very Low Distance/points from 3: -150.3 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Very Low Distance/points from 3: -143.4 Change: Increased Significantly Points change: 10.0</p>	<p>Distance/points from 3: -61.2 Change: Increased Points change: 12.5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -82.2 Change: Increased Points change: 3.3</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -59.2 Change: Increased Points change: 11.5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -77.2 Change: Increased Points change: 5.4</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -137.8 Change: Increased Significantly Points change: 15.6</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -134.4 Change: Increased Significantly Points change: 15</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes	
Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tutoring services for literacy or math four days out of the week.	1.1A and 1.1G Some teachers provided ELA Afterschool Tutoring for fiction and informational writing.	1.1 A 1000-1999: Certificated Personnel Salaries Title I 6,447.00	1.1 A 1000-1999: Certificated Personnel Salaries Title I 1,212.00
1.1A. Afterschool Tutoring \$6,447 Title I	1.1B Digital Resources were purchased for ELA and Math interventions that were provided during the instructional day. An addendum was submitted to purchase IXL Math and ELA for this purpose. StarFall is another program which was purchased to provide additional resources for K-2 Students for ELA and Math.	1.1 B 5000-5999: Services And Other Operating Expenditures Title I 2,000.00	1.1B 5000-5999: Services And Other Operating Expenditures Title I 1935.17
1.1B. Digital resources \$1,000 Title I	1.1C The School to Home Resources is a publication with Math and Literacy strategies that can be used at home to support student learning. The publication was provided in English and Spanish.	1.1 C 4000-4999: Books And Supplies Title I 373.00	1.1C 4000-4999: Books And Supplies Title I 373.50
1.1C. School to Home Resources for Parents to assist students in Math and Literacy. \$0 Title I	1.1G . No Classified employees were used for tutoring this year.	1.1 D 2000-2999: Classified Personnel Salaries LCFF 6,826.00	1.1 D 2000-2999: Classified Personnel Salaries LCFF .00
1.1D. Afterschool Tutoring. \$6,826 LCFF S/C	1.1E . Certificates for Monthly Perfect attendance were printed by the "Print Shop" and Perfect Attendance pencils were purchased. Each Month, students were recognized in their classrooms and were given a certificate and a pencil. At the end of the year, those with perfect	1.1 E Recognition for increased attendance for students. 5700-5799: Transfers Of Direct Costs LCFF 802.00	1.1 E. Recognition for increased attendance for students. 5700-5799: Transfers Of Direct Costs LCFF 480.00
1.1E. Recognition for increased attendance for students. \$802 LCFF S/C		1.1E Recognition for increased attendance for students. 4000-4999: Books And Supplies LCFF 802.00	1.1 E 4000-4999: Books And Supplies LCFF 478.58
1.1F. Opportunities for professional development or collaboration. \$2,000 LCFF S/C		1.1F 1000-1999: Certificated Personnel Salaries LCFF 2,000.00	1.1 F 1000-1999: Certificated Personnel Salaries LCFF 1,756.00
1.1G. Afterschool Tutoring. \$1,853 LCFF S/C		1.1 G 1000-1999: Certificated Personnel Salaries LCFF 1,853.00	1.1G 1000-1999: Certificated Personnel Salaries LCFF .00
		1.2A 5800: Professional/Consulting Services And Operating Expenditures Title I 12,000.00	1.2A 5800: Professional/Consulting Services And Operating Expenditures Title I 12,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will be provided opportunities to collaborate within the school day, or compensated if after the instructional day. Resources for professional development will be provided to the staff to support their learning.</p> <p>1.2A. RCOE Math Consultant for Teacher Professional Development. \$12,000 Title I</p> <p>1.2B. Provide opportunities and resources for professional development and collaboration for teachers. Release time during the instructional day or extra service pay. \$12,082 LCFF S/C</p> <p>1.2C. AVID Professional Development \$5,000 LCFF S/C</p> <p>1.2D. Books and resources for Professional Development. \$1,000 LCFF S/C</p>	<p>attendance w/o Saturday School, or who were not late or picked-up early were recognized with additional certificates.</p> <p>1.1F. Teachers were sent to AVID Pathways Training and given time for collaboration. This funding helped with registration and/or extra service hours for teachers.</p> <p>1.1G . See 1.1A</p> <p>1.2 A. RCOE Math Consultant Anette Kitagawa was contracted to provide Professional Development in Math Standards, best practices and strategies for 8 days.</p> <p>1.2B. Substitute Teachers were provided to all teachers to be released for professional development, data collaboration, AVID training and peer collaboration throughout the year.</p> <p>1.2 C. Third through Sixth grade teachers including Resource and mild-moderate SDC Teachers were sent to Pathway AVID Training throughout the year.</p> <p>1.2 D . Math Resource books were purchased for teacher for the use of their Math Professional Development. A book study was conducted and digital copies of Teach Like a Pirate were purchased for all teachers.</p>	<p>1.2B 1000-1999: Certificated Personnel Salaries LCFF 12,082.00</p> <p>1.2C 5000-5999: Services And Other Operating Expenditures LCFF 5,000.00</p> <p>1.2 D 4000-4999: Books And Supplies LCFF 1,000.00</p> <p>1.2 D 5700-5799: Transfers Of Direct Costs LCFF 1,000.00</p>	<p>1.2B 1000-1999: Certificated Personnel Salaries LCFF 10,540.00</p> <p>1.2C 5000-5999: Services And Other Operating Expenditures LCFF 3,068.77</p> <p>1.2D 4000-4999: Books And Supplies LCFF 517.88</p> <p>1.2 5700-5799: Transfers Of Direct Costs LCFF 143.75</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

1.1 Actions/Strategies.

Tutoring

Based on the 16-17 CAASPP Data, it was determined that this year's current 5th and 6th grade students required Math Intervention. Knowing that these students would not stay afterschool for tutoring, an amendment was done to the SPSA to change the actions and funding for tutoring. Since K-2 students requiring ELA intervention had access to an Intervention Teacher during the instructional day, it was determined that paying for a sub to provide Math intervention for our 5th and 6th grade students would be beneficial. Students selected were those who "Almost met the Standard". The goal for the students was to reach proficiency on three standards. Additional skills in multiplication and division were also taught and students used IXL Math to practice this skill. This license was also purchased for tutoring services.

School to Home Resources for Parents

This publication was a subscription that was purchased for school-wide distribution to all families. In addition this publication was added to the school web-site. Its purpose was to communicate to parents in English and Spanish, ELA and Math strategies that can be done at home. During "Coffee with the Principal" meetings, the newsletters were used to demonstrate activities.

Student Recognition of Monthly Perfect Attendance

Certificates and "Perfect Attendance" pencils were purchased to reward students who had perfect attendance for the month.

Professional Development (PD)

PD in AVID and Peer AVID follow-up were conducted throughout the year. Teacher release time was provided by hiring a substitute for the purpose of this professional development and Peer coaching activities.

1.2 Actions/Strategies

Professional Development & Collaboration Opportunities

Funding was allocated for Math PD which was provided by RCOE. A Math publication was purchased for each teacher especially for this training. Teachers were also sent to AVID training throughout the year. Additional opportunities were given to the teachers for follow-up sessions during the school day or if they met outside the school day, they were paid extra services.

Substitute Teachers were hired throughout the year to release teachers to attend the Math and AVID PD and the follow-up Peer Coaching/Collaboration sessions.

Books and Resources

In addition to the Math Resource books that were purchased for the Math PD, a year long book study was done using the book, Teach Like a Pirate. A digital copy was purchased for all certificated staff.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Tutoring

Based on RAPID Data, K-2 students demonstrated an increase in scores at the end of the year, crediting the increase to the services of the K-2 Intervention Teacher.

Due to poor after-school tutoring attendance in past years, it was determined that in order to service target students, K-2 students were given ELA interventions by the K-2 Intervention Teacher. In regards to the 5th and 6th grade students targeted for Math intervention, the Pre- and Post Test indicated an increase in scores by 50%. A substitute teacher was hired to provide the Math intervention.

Digital Resources

Math IXL was initially used for interventions for the 5th and 6th grade targeted students. Students made some progress overall in their intervention. Starfall was used for all K-2 students and all Special Education Mild - Severe Students. Math and ELA IXL yearly licenses were purchased later in the year data is not available.

Student Attendance Increased by 5%

Classroom observations indicated Math skills and strategies learned from the Professional Development were used in 75% of the classrooms.

Math and AVID PD Peer Follow-up and Collaboration.

Classroom observations indicated Math skills and strategies learned from the Professional Development were used in 75% of the classrooms. Preliminary CAASPP data indicates a 5-point positive change to current year in Math overall. The AVID Certification Self-study was approved by AVID Center Data & Evaluation on 06/11th.

In order for our schools to progress with our goals, it was necessary to allow for teacher release time during the instructional day and extra service hours for some PD and Follow-up.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Goal 1 the following differences occurred:

1.1 A, After school Tutoring - SPSA allotment 6,447.00 Title I . Actual Expenditure \$1,000.00 .

1.1 D and 1.1 G After school Tutoring - SPSA allotment \$8,679.00 LCFF - Actual Expenditure \$4,930.00 Allotments were made in the SPSA with the exception that students would be tutored after school. Upon close review of previous year's tutoring attendance, the actual targeted students would not stay after school for tutoring and we would not be providing services to those who require the tutoring. This year we utilized the K-2 reading intervention teacher to address the literacy needs of the students during the instructional day. We hired a sub 3 days a week and trained him on 3 standards that we wanted the 5-6th grade student to be proficient and to review basic multiplication and division skills.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

1.1 B. Digital Resources - SPSA allotment \$2,000.00 Title I. Actual Expenditure \$5493.00. Based on student data, the need for additional intervention resources were necessary in grades 3-6 for ELA and Math. IXL Licenses were purchased to provide additional intervention for students. The cost of an additional \$3493.00 was approved by SSC to amend the SPSA and purchase the licenses using any additional Title I and/or LCFF funding that was available.

1.2 D . Books and Resources for PD - SPSA allotment \$1,000.00 Actual Expenditure \$661.37 The resources required for PD this year was less than originally estimated.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

Goal 1 Action/Strategies 2 focused on Math Professional Development for the purpose of increasing student achievement in Math. The resources allocated for this purpose warranted a preliminary score of an increase of 5 point change in CAASPP Math scores from last year.

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

X 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 95%</p> <p>Restrooms: Rated Good with 91%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 91.76%</p> <p>Restrooms: Rated Fair with 85.71%</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2 A Conduct weekly facilities inspections.</p> <p>2 B Based on the inspections and custodial observations, work orders were submitted bi-weekly.</p> <p>2 C Learning conditions will be improved by purchasing indoor or</p>	<p>2 A. Facilities inspections were conducted bi-weekly.</p> <p>2 B. Work orders were completed and turned into the district's Facilities and Maintenance Department based on the facilities inspection and custodial observations.</p>	<p>Funding of actions were proposed if it was available.</p>	<p>.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>outdoor furniture as funds become available.</p> <p>2D Painting of exterior and interior areas will occur as funds become available.</p>	<p>2 C. Funds were not available for furniture.</p> <p>2 D. Funds were not available for painting. Some paint was furnished by the district to custodians for interior painting of doors and areas as needed.</p>		

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Facilities
A bi-weekly inspection was conducted throughout the year. The information from these inspections work orders were generated in the areas of disrepair and safety concerns. Additionally, work orders were generated by custodial staff and teachers when conditions were substandard.

Furniture
This year, funding was not available to purchase classroom or outdoor furniture.

Painting of Exterior and Interior Walls - Site funds did not allow for paint, however, the district did send white paint for interior painting early in the summer. Custodians set out to paint the interior of classroom doors.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

2 A. Inspections need to begin earlier in the year.

2B. Work orders were not addressed by the district unless it posed a safety issue.

2C. Funds were not available to purchase furniture.

2D. Funds were not available for this work from site or district funds. Some paint was furnished for painting of interior doors and some classroom walls.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No dollar amount was allotted to this goal. Funding would be used as it became available.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

No Changes.

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 3

Increase engagement and collaboration among students, parents, staff and community members.

1 2 X 3 4 X 5 X 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades K & 5 for at least 100 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 20 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement</p> <p>A) Administered Parent Survey in grades K & 5 for at least ___ families.</p> <p>B) Sought input from parents in decision making: We met quorum at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 20 percent of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 95.8%</p> <p>B. Chronic Absenteeism rate: 9%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 96.03%</p> <p>B. Chronic Absenteeism rate: 12.10%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 1%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 1%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3A. Computers for use in Parent meeting areas. \$3,315 Title I</p> <p>3B. RCOE Parent Workshops \$1,500 Title I</p> <p>3C. A certificated person will be paid to write and translate parent communication to increase Parent Engagement with a School to Home connection. \$1,499 Title I</p>	<p>3A. Parent Center Log in sheets indicate an increase of parents visiting the center and using the computers for various needs. Students were able to use the technology to access Lexia, Starfall and other programs.</p> <p>3B. Parents did not attend RCOE workshops. However, Parents did participate in two sessions of Parenting Parent Workshops and an AVID Parent Workshop.</p> <p>3C. Mr. Gutierrez worked on the Web Site to provide additional communication to parents and posted the School to Home Connection Newsletter on a regular basis.</p>	<p>3.1 A 4000-4999: Books And Supplies Title I 3,315.00</p> <p>3.1 B 5000-5999: Services And Other Operating Expenditures Title I 1,500.00</p> <p>3.1 C 1000-1999: Certificated Personnel Salaries Title I 1,499.00</p>	<p>3.1A 4000-4999: Books And Supplies Title I 5,369.00</p> <p>3.1B 5000-5999: Services And Other Operating Expenditures .00</p> <p>3.1C 1000-1999: Certificated Personnel Salaries Title I 606.00</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

3 A. The Parent Center was open on a daily basis with a consistent schedule. This allowed parents and their children to visit the center and use the bank of computers for homework, Lexia, Starfall, and parents used them for Parent Portal and their own personal learning.

3B. Parents did not attend RCOE workshops. However, Parents did participate in two sessions of Parenting Parent Workshops and an AVID Parent Workshop.

3C. Mr. Gutierrez worked on the Web Site to provide additional communication to parents and posted the School to Home Connection Newsletter on a regular basis.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

3A. Parent Center Log in sheets indicate an increase of parents visiting the center and using the computers for various needs. Students were able to use the technology to access Lexia, Starfall and other programs. They were also able to utilize the computers for homework. Parents also used them for their own personal learning and services.

3B. Workshops using the Parenting Partners Curriculum were conducted twice this year. A session in Fall of 2017 and Spring 2018. The teams that completed the sessions in Spring 2017 and Fall 2017 combined forces to teach consecutive sessions thus increasing parent participation. In addition to Parenting Partners, AVID teachers conducted an AVID workshop for parents.

3C. Mr. Gutierrez worked on the Web Site to provide additional communication to parents and posted the School to Home Connection Newsletter on a regular basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3 B. RCOE Parent Workshops - SPSA allotment \$1,500.00 Title I. Actual Expenditure \$.00 . No workshops were researched from RCOE for parents. This amount was not used.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

An addendum to the SPSA was approved by SSC to fund extra service hours to Parent Liaison Yesenia Rodriguez to continue her work with parents. The result to this was the increased parent participation. 27 parents participated in the program. The team of presenters was made up of 2 and increased to 5 by 2018. In addition to these workshops, more parents with their children were visiting the parent center for various events and services.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

John Kelley Teachers

05/16/18 - Staff Meeting, Teachers were presented with SPSA Actual Expenditures and Proposed Budgets for the 2018-19 School Year by Principal Mary Lou Padilla. Teachers were encouraged to email recommendations for the next school year.

05/29-06/01/18 - All teachers were asked to complete the CVUSD Reflection Tool - Recently Adopted Academics Standards and/or Curriculum Frameworks and Other Adopted Academic Standards. The information was tabulated by Principal Mary Lou Padilla.

Parents -

During the May 2nd School Site Council Meeting, actual expenditures from categorical budgets were presented by Principal Mary Lou Padilla to the council. Suggestions for the new year were recorded and are reflected in the minutes.

In the beginning of the 2018-19 school year, teachers completed a Reflection Tool which rated the school's progress in Professional Learning, Curriculum and Instruction and Teacher Support. Teacher leaders made recommendations based on this tool.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these stakeholders impact the SPSA for the upcoming year?

John Kelley Teachers

Further review and analysis will need to take place by the school leadership and teachers as decisions for this plan for student achievement must be rendered from CAASPP and ELPAC data. Interventions must be in place for at risk students .

Parents

During the School Site Council meeting, parents were asked for ideas for next year.

Suggestions for the new year were recorded and are reflected in the minutes:

1. The purchase of computer apps and licenses for use in the Parent Center
2. Curriculum materials for a Parent Class on nutrition.
3. Other Parent Classes
4. Afterschool tutoring, including Read 180 and other intervention classes
5. Israel Piza suggested a presentation by the Women Farm Workers, which is available at no cost.

Teachers rated the use of ELA, ELD, Math, Science and History-Social Science standards alignment with the instructional materials, which also played a factor in determining teacher professional learning.

Teachers rated the implementation levels of Standards based and/or Curriculum based professional development which determined the Professional Development noted on the

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

SPSA.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rosa Govea				X	
Ana Davis				X	
Yolanda Garcia				X	
Ana Rodriguez				X	
Israel Piza				X	
Mary Martinez			X		
Heraclio Elizondo		X			
Gabriel Gutierrez		X			
Ana Razo		X			
RoseMary K. Hyder	X				
Numbers of members of each category:	1	3	1	5	0

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 1

LEA Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

School Goal: Increase student achievement in English Language Arts, Mathematics, and English Language Development.

State and/or Local Priorities Addressed by this goal:

STATE	1	X 2	3	X 4	5	6	X 7	X 8
COE	9	10						
LOCAL								

Identified Need

Based on CAASPP and District Data, staff have determined that our students are performing at very low levels in English Language Arts, English Language Development and Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard. CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school I) Professional Development: ELA CCSS: 1 ELD (Aligned to ELA Standards): 3 Math CCSS: 3	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school I) Professional Development: ELA CCSS: 2 ELD (Aligned to ELA Standards): 3 Math CCSS: 4	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school I) Professional Development: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional</p>	<p>Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 4 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 1 History- Social Science: ___</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 1 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p>	<p>Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 2 PE: 2 VAPA: 2 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p>	<p>Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: N/A Health Education: 2 PE: 2 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p>	<p>Science NGSS: 5 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 3 History- Social Science: 3</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 2 PE: 3 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 5</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>B) Identifying professional learning needs for teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:1</p> <p>VI. EL Access to Common Core and ELD standards: 1</p>	<p>B) Identifying professional learning needs for teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p> <p>VI. EL Access to Common Core and ELD standards: 2</p>	<p>B) Identifying professional learning needs for teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>B) Identifying professional learning needs for teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p> <p>VI. EL Access to Common Core and ELD standards: 4</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: Source: (EADMS CAASPP Dashboard) Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 20.1% English Learners: 5.6% R-FEPS: 35.1% Migrant: 17.4% Socioeconomically Disadvantaged: 20.1% Hispanic/Latino: 20.3% Students with disabilities: 5.8%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH: All Students: 13.6% English Learners: 8.4% R-FEPS: 19.2%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 25% English Learners: 8% Migrant : 20 % Socioeconomically Disadvantaged: 25% Hispanic/Latino: 25 % Students with disabilities: 8%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH: All Students: 15 % English Learners: 10 % Migrant: 10%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 30% English Learners: 12% Migrant: 25% Socioeconomically Disadvantaged: 30% Hispanic/Latino: 30% Students with disabilities: 8%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH: All Students: 20% English Learners: 13% Migrant: 13%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 40% English Learners: 15% Migrant: 28% Socioeconomically Disadvantaged: 35% Hispanic/Latino: 35% Students with disabilities:12%</p> <p>Percentage of students meeting or exceeding standards on SBAC for:</p> <p>MATH: All Students: 30% English Learners: 15% Migrant: 15%</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>Migrant 8.7% Socioeconomically Disadvantaged 13.6% Hispanic/Latino 14.0% Students with disabilities 2.9%</p> <p>D. EL progress: 45.6%</p> <p>E. EL reclassification: 8.3%</p>	<p>Socioeconomically Disadvantaged 15% Hispanic/Latino 18 % Students with disabilities 5 %</p> <p>D. EL progress: 45%</p> <p>E. EL reclassification: 11%</p>	<p>Socioeconomically Disadvantaged: 20% Hispanic/Latino: 20% Students with disabilities: 8%</p> <p>D. EL progress: 50%</p> <p>E. EL reclassification: 15%</p>	<p>Socioeconomically Disadvantaged: 25% Hispanic/Latino: 25% Students with disabilities: 10%</p> <p>D. EL progress: 55%</p> <p>E. EL reclassification: 20%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on</p> <p>2016-17 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -71.5 Change: Decreased Points change: -2.7</p> <p>Math Color: Orange Status: Low Distance/points from 3: -82.1 Change: Decreased Points change: -5.7</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	Modified	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
	<p>2015-16</p> <p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -68.4 Change: Increased Points change: 10.6</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -78.5 Change: Increased Points change: 14.7</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -73.2 Change: Increased Points change: 10.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -82.7 Change: Increased Points change: 11.3</p> <p>3) Migrant: ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p>	<p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.4 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.5 Change: Increased Points change: 10.0</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -59.2 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -72.7 Change: Increased Points change: 10.0</p> <p>3) Migrant: ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p>	<p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Yellow Status: Medium Distance/points from 3: -54.17 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -72.03 Change: Increased Points change: 5.0</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -87.27 Change: Increased Points change: 5.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -100.62 Change: Increased Points change: 5.0</p> <p>3) Migrant: ELA Color: Yellow Status: Low Distance/points from 3: -69 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80 Change: Increased Points change: 5</p>	<p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Yellow Status: Medium Distance/points from 3: -49.17 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -67.03 Change: Increased Points change: 5.0</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -82.27 Change: Increased Points change: 5.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -95.62 Change: Increased Points change: 5.0</p> <p>3) Migrant: ELA Color: Yellow Status: Low Distance/points from 3: -64 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -75 Change: Increased Points change: 5</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -70.6 Change: Increased Points change: 12.3</p> <p>Math Color: Orange Status: Low Distance/points from 3: --79.8 Change: Increased Significantly Points change: 17.1</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -56.6 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -69.8 Change: Increased Points change: 10.0</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -56.91 Change: Increased Points change: 5.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -79.23 Change: Increased Points change: 3.0</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -51.91 Change: Increased Points change: 5.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -74.23 Change: Increased Points change: 3.0</p>
	<p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -68.4 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -78.4 Change: Increased Significantly Points change: 15</p>	<p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.4 Change: Increased Points change: 14.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.4 Change: Increased Points change: 10.0</p>	<p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.24 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -72.18 Change: Increased Points change: 5.0</p>	<p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -49.24 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -67.18 Change: Increased Points change: 5.0</p>
	<p>C. Programs/Services developed and provided to individuals with exceptional needs:</p>	<p>C. Programs/Services developed and provided to individuals with exceptional needs:</p>	<p>C. Programs/Services developed and provided to individuals with exceptional needs:</p>	<p>C. Programs/Services developed and provided to individuals with exceptional needs:</p>
	<p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -164.3 Change: Decreased Points change: -14</p>	<p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Yellow Status: Very Low Distance/points from 3: -150.3 Change: Increased Points change: 14.0</p>	<p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -132.3 Change: Increased Points change: 5.0</p>	<p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -127.3 Change: Increased Points change: 5.0</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math Color: Orange Status: Very Low Distance/points from 3: -153.4 Change: Increased Points change: 14	Math Color: Yellow Status: Very Low Distance/points from 3: -143.4 Change: Increased Significantly Points change: 10.0	Math Color: Yellow Status: Low Distance/points from 3: -129.36 Change: Increased Points change: 5.0	Math Color: Yellow Status: Low Distance/points from 3: -124.36 Change: Increased Points change: 5.0

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2018-19

X New	Modified	Unchanged
Intervention in literacy will be provided during the instructional day by an Early Literacy Intervention Teacher in grades K-2. For grades 3-6 a Certificated Teacher will teach the Read180/Systems 44 reading intervention program. In addition, all students will have access to the LEXIA Reading Intervention Program in their classroom. Upon analysis of current data, students will also be offered tutoring services for literacy or math four days out of the week. Additional digital resources will be purchased as necessary for improved literacy or Math.		

2018-19

Amount	\$6,437.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Afterschool Tutoring - as funds become available - not to exceed \$10,000.00
Amount	\$1,000.00

PLANNED ACTIONS / SERVICES

Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Digital standards based resources for science curriculum
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures School to Home Resources for Parents to assist students in Math and Literacy. As Funds become available - \$375.00
Amount	\$1,021.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Afterschool Tutoring - as funds become available - not to exceed \$8,000.00
Amount	\$604.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Recognition for increased attendance for students.
Amount	\$2,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Opportunities for professional development or collaboration.
Amount	\$10,853.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Enrichment activities for students such as, but not limited to, assemblies and Field Trips.
Amount	\$14,706.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitutes to cover for teacher for professional development, looking at data, structured collaboration, EL support, SST and other professional needs.

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

PLANNED ACTIONS / SERVICES

<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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ACTIONS/SERVICES

2018-19

X New	Modified	Unchanged
<p>Teachers will be provided opportunities to collaborate within the school day, or compensated if after the instructional day, They will also have opportunities for Professional Development throughout the year. Resources for professional development will be provided to the staff to support their learning.</p>		

2018-19

Amount	\$1,000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Technology Devices for Intervention
Amount	\$9,083.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide opportunities and resources for professional development and collaboration for teachers. Release time during the instructional day or extra service pay.
Amount	\$2,999.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide opportunities and resources for professional development and collaboration for teachers. Release time during the instructional day or extra service pay

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

X New	Modified	Unchanged
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Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.
School Goal: John Kelley will provide a safe, clean and welcoming environment conducive to an academically enriching environment.

State and/or Local Priorities Addressed by this goal:

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL									

Identified Need

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged 2018-19	Modified Unchanged 2019-20
State Priority:1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 93.29% Restrooms: Rated Fair with 89.74%	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 95% Restrooms: Rated Good with 91 %	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Good Rated with 97% Restrooms: Rated Good with 95 %	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Excellent rating with 99% Restrooms: Good rating with 98%

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20

[PLANNED ACTIONS / SERVICES](#)

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	X All	X English Learners	X Students with Disabilities	X Foster Youth	X Low Income

[ACTIONS/SERVICES](#)

2018-19

X New	Modified	Unchanged
Weekly Facilities inspections will focus on the safety, security, and cleanliness of structures and all external areas. Work orders will be submitted regularly. Learning conditions will be improved by purchasing indoor or outdoor furniture, as funds become available. Painting of exterior and interior areas will also be improved as funds are available.		

2018-19

Action **2**

[ACTIONS/SERVICES](#)

2018-19

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 3

LEA Goal: Increase engagement and collaboration among students, parents, staff and community members.

School Goal: Parents, students, teachers, support staff and community members will work together to provide a safe learning environment through Positive Behavior Interventions and Support. Parent Workshops will be provided to teach parents how to academically support their children.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL								

Identified Need

Based on the quantity of student referrals and the types of student actions, we must continue and increase the rigor of PBIS, social skills and digital citizenship lessons. Parents also need training in PBIS, AVID, Math and ELA so they can help their children at home, which will help increase the level of academic proficiencies of our students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
State Priority:3- Parental Involvement A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): B) Seeking input from parents in decision making:	3- Parental Involvement A) CVUSD administered a local survey to parents/guardians in at least one grade level within each grade level span in May, 2017. There were 611 responses from the following stakeholders: Students: 274 Parents: 46 Teachers: 272 B) Seeking input from parents in decision making: We met quorum 7 times a year for the following parent committees: SCC, and ELAC.	3- Parental Involvement A) Administer Parent Survey in grades K & 5 for at least 100 families. B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and	3- Parental Involvement A) Administer Parent Survey in grades 2 & 4 for at least 100 families. B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and	3- Parental Involvement A) Administer Parent Survey in grades 5 and 3 for at least 100 families. B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
C) Promoting Parental Participation:	C) Promoting Parental Participation: 20 % of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.	FIAT. C) Promoting Parental Participation: At least 20 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	FIAT. C) Promoting Parental Participation: At least 25 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	FIAT. C) Promoting Parental Participation: At least 25 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism	5-Pupil Engagement A. School Attendance rate: 95.3% B. 2016-17 Chronic Absenteeism rate: 10.8%	5-Pupil Engagement A. School Attendance rate: 95.8% B. Chronic Absenteeism rate: 9%	5-Pupil Engagement A. School Attendance rate: 96.3% B. Chronic Absenteeism rate: 8%	5-Pupil Engagement A. School Attendance rate: 96.8% B. Chronic Absenteeism rate: 7%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$1,876.00
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PLANNED ACTIONS / SERVICES

Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures RCOE Parent Workshops supplies
Amount	\$1,499.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries A certificated person will be paid to write and translate parent communication to increase Parent Engagement with a School to Home connection.

Recommendations and Assurances

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 School 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):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature
Manuela Herrera

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on 10-04-17.

Attested:

Mrs. RoseMary K. Hyder

Typed Name of School Principal

RoseMary K. Hyder
Signature of School Principal

10/24/18
Date

Mrs. Rosa Govea

Typed Name of SSC Chairperson

Rosa Govea
Signature of SSC Chairperson

10.24.18
Date

SPSA Annual Evaluation

School Name: John Kelley Elementary School School Year: 2017-18

SPSA Goal	SPSA Strategies/Actions	What is Working?	What is Not Working?	Modifications Based on Evaluation Results

SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	53,078.00	53,078.00
LCFF Supplemental/Concentration 0701	24,561.00	24,561.00
Title I 3010	28,517.00	28,517.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2018-19	2018-19 Total
All Expenditure Types	53,078.00	53,078.00
1000-1999: Certificated Personnel Salaries	36,724.00	36,724.00
2000-2999: Classified Personnel Salaries	1,021.00	1,021.00
4000-4999: Books And Supplies	1,604.00	1,604.00
5000-5999: Services And Other Operating Expenditures	13,729.00	13,729.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2018-19	2018-19 Total
All Expenditure Types	All Funding Sources	53,078.00	53,078.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	11,083.00	11,083.00
1000-1999: Certificated Personnel Salaries	Title I 3010	25,641.00	25,641.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	1,021.00	1,021.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	1,604.00	1,604.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	10,853.00	10,853.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	2,876.00	2,876.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2018-19	2018-19 Total
Goal 1	49,703.00	49,703.00
Goal 3	3,375.00	3,375.00

* Totals based on expenditure amounts in goal and annual update sections.

SPSA Addendums