

# 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	Saul Martinez Elementary		
CDS Code	33 73676 6114789		
Revision Date			
Contact Name and Title	Delia Alvarez Principal	Email and Phone	dalvarez@cvusd.us 760-396-1935
The District Governing Board approved this revision of the SPSA on	Coachella Valley Unified		

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

## School Profile

Saul Martinez Elementary School provides instruction for students in grades K-6. During the 2017-18 school year, a total of 1,087 students were enrolled. The school's enrollment for 2017-18 was comprised of 90.5% socio disadvantaged students, 7.0% students with disabilities, and 76.0% English Learners, and consisted of the following number of students per grade level:

Transitional Kindergarten - 31  
 Kindergarten – 158  
 First Grade – 140  
 Second Grade – 146  
 Third Grade – 157  
 Fourth Grade – 147  
 Fifth Grade – 148  
 Sixth Grade - 160

## School Vision & Mission

The staff of Saul Martinez Elementary School promises to serve, guide, and inspire our students and their families in preparing for academic and social success. We promise to educate the whole child by respecting and promoting each culture. We promise to build on primary language skills to develop students who read, write, and speak in English. We promise our students will acquire the love of learning in a safe, caring, and supportive environment where we promote cooperation and inclusion among all members of our school community.

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

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Saul Martinez Elementary is a model writing school. We have been working with RCOE Consultant, Lynn Figurate, for 4 years. Last year every teacher in grades TK-6th grade was trained on Step Up To Writing (SUTW). This will be our 2nd year of SUTW implementation. Extra support is being provided for our 8 new teachers. The SUTW strategies will be used across all academic areas such as Language Arts and Math. Staff will continue to receive coaching and professional development provided by Administration.

Parent engagement continues to be a strong focus at our school. We have an active Family Involvement Action Team (FIAT). FIAT believes that the foundational skills are key to success. Our Parent Academy focuses on Transitional Kinder and Kindergarten parents as well as 1st and 2nd grade parents of at risk students. The Parent Academy provides a series of social skill and academic workshops. This year we are consulting with Parent Engagement Consultant, Marta Olmedo. Marta is a retired teacher and was involved in FIAT. She will be assisting in the implementation of the workshop, making home visits and tutoring students. We will also be inviting parents and staff to attend the CAFE Conference.

Reclassifying our English Language Learners (ELL) continues to be a goal at our school. We continue to provide 45 minutes of daily ELD time for each student. We also will be offering ELL After School Tutoring.

AVID/PBIS are strategies that every teacher and student are being trained in and will be receiving professional development.

## 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.

### GREATEST PROGRESS

SME continues to show positive progress over the years. 4th grade has shown a steady increase while 5th and 6th grade have fluctuated.

Saul Martinez 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	-	-	-47.89	-31.83		-	-	30%	41%	
Grade_5	-	-75.28	-52.27	-47.80		-	17%	28%	29%	
Grade_6	-87.52	-63.58	-71.61	-69.69		12%	22%	22%	25%	
Math										

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?

### GREATEST NEEDS

SME has shown a significant decrease in the % of students who have met or exceeded standard in Math. 4th grade has a steady increase while 5th and 6th grades have decreased significantly.

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	-	-	-28.25	-21.65		-	-	37%	47%	
Grade_5	-	-42.89	-36.03	-68.77		-	24%	34%	21%	
Grade_6	-52.53	-39.63	-73.21	-87.51		21%	27%	18%	23%	

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?

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?

SME has shown significant steady increase in all student groups in ELA and in Math with the exception of Special Education (SPED) in Math. SPED continues to be the lowest performing student group. Teachers are going to target specific skills throughout the year.

EL students only increased by 1%. EL After School Tutoring will be offered and will target students who nearly met the standard. Teachers will also be targeting these students and specific skills during their daily intervention time.

## PERFORMANCE GAPS

Saul Martinez 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	-49.50	-57.61	8.11	Yellow	32%	26%	-53.02	-57.43	4.41	Yellow	33%	26%
EL	-94.60	-93.98	-0.62	Red	11%	10%	-88.91	-82.54	-6.37	Orange	15%	14%
SPED	-148.44	-141.92	-6.52	Red	6%	5%	-140.76	-138.21	-2.54	Red	6%	8%
SED	-54.25	-59.16	4.91	Yellow	30%	26%	-58.35	-59.16	0.81	Orange	30%	25%
Migrant	-67.42	-80.66	13.24	Yellow	28%	18%	-62.32	-68.11	5.79	Yellow	29%	22%
Read 180	-106.77	-137.50	30.73	Orange	5%	0%	-101.20	-182.00	80.80	Orange	8%	0%
Dual Language	-47.84	-59.19	11.35	Yellow	32%	20%	-32.92	-36.90	3.98	Yellow	45%	34%
American Indian or Alaska Native	35.00	-5.00	40.00	Blue	100%	0%	22.00	56.00	-34.00	Green	100%	100%
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-49.53	-57.42	7.89	Yellow	32%	27%	-53.13	-57.08	3.95	Yellow	32%	26%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-240.00	-	-	-	0%	-	-55.00	-	-	-	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.

To address the needs of our Student with Disabilities who decreased the % of students who met or exceeded standard by 6.5% and 5.5% in ELA and Math respectively, our Special Education teachers will continue to target specific skills throughout the year.

Additionally to support our EL students who decreased in the % of students who met or exceeded standard by 1%, EL After School Tutoring will be offered and will target students who nearly met the standard. Teachers will also be targeting these students and specific skills during their daily intervention time.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Title I 2018-19 Preliminary Allocation

\$43,749

**DESCRIPTION****AMOUNT**

LCFF S/C Funding

\$47,278

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

\$6,341

Other funding: 2018-19 Title I District Parent Involvement

\$6,344

\$103,712

Total Projected funding for SPSA 2018-19

# Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

## Goal 1

Kinder -6th Grade: All students will receive high standards of instruction in English Language Arts, 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.

3rd-6th Grade: 30 percent of 3rd-6th grade students will meet or exceed the standards on the ELA California Assessment of Student Performance and Progress (CAASPP) in the spring of 2018.

3rd-6th Grade: 30 percent of 3rd-6th grade students will meet or exceed the standards on the Math California Assessment of Student Performance and Progress (CAASPP) in the spring of 2018.

1	X 2	3	X 4	5	6	X 7	X 8
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### 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</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): 2                      Math CCSS: 2                      Science NGSS: 2                      History- Social Science: 2</p> <p>II. Instructional Materials:                      ELA CCSS: 2</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: 3                      ELD (Aligned to ELA Standards): 2                      Math CCSS: 3                      Science NGSS: 2                      History- Social Science: 1</p> <p>II. Instructional Materials:                      ELA CCSS: 2</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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 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): 2 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 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: 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>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</p>	<p>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): 2 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>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p>
<p>State Priorities: 4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p>





**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Yellow

Status: Low

Distance/points from 3: -38.3

Change: Increased

Points change: 19

Math Color: Yellow

Status: Low

Distance/points from 3: -38.5

Change: Increased Significantly

Points change: 19

2) English Learners:

ELA Color: Yellow

Status: Low

Distance/points from 3: -44.3

Change: Increased Significantly

Points change: 22

Math Color: Yellow

Status: Low

Distance/points from 3: -46.6

Change: Increased Significantly

Points change: 22

3) Migrant:

ELA Color: \_\_\_\_

Status: \_\_\_\_\_

Distance/points from 3: \_\_\_\_

Change: \_\_\_\_\_

Points change: \_\_\_\_

Math Color: \_\_\_\_

Status: \_\_\_\_\_

Distance/points from 3: \_\_\_\_

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Yellow

Status: Low

Distance/points from 3: -49.5

Change: Increased

Points change: +8.1

Math Color: Yellow

Status: Low

Distance/points from 3: -53.02

Change: Increased

Points change: +4.4

2) English Learners:

ELA Color: Red

Status: Very Low

Distance/points from 3: -94.6

Change: Maintained

Points change: -0.62

Math Color: Orange

Status: Low

Distance/points from 3: -88.9

Change: Decreased

Points change: -6.4

3) Migrant:

ELA Color: Yellow

Status: Low

Distance/points from 3: -67.42

Change: Increased

Points change: +11.5

Math Color: Yellow

Status: Low

Distance/points from 3: -62.2

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>Change: _____ Points change: __</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -44.2 Change: Increased Significantly Points change: 22</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -44.9 Change: Increased Significantly Points change: 22</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -43.4 Change: Increased Significantly Points change: 21</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -45.1 Change: Increased Significantly Points change: 22</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</p>	<p>Change: Increased Points change: +5.8</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.2 Change: Increased Points change: +7.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -58.4 Change: Maintained Points change: +0.8</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -49.5 Change: Increased Points change: +7.9</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -53.1 Change: Increased Points change: +3.9</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</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Distance/points from 3: -132 Change: Increased Points change: 7  Math Color: Orange Status: Very Low Distance/points from 3: -138.1 Change: Increased Points change: 5	Distance/points from 3: -148.4 Change: Maintained Points change: -0.62  Math Color: Red Status: Very Low Distance/points from 3: -140.8 Change: Maintained Points change: -2.54

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1A. Provide standard/research based professional staff development opportunities throughout the school year. \$30,000 LCFF S/C	1A. Professional staff development was provided throughout the school year. \$30,000 LCFF S/C-RCOE Consultant- SUTW	1A. Staff Development 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 30,000	Staff Development 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 30,000
1B. To provide teachers with classroom coverage (substitute teachers) while teachers receive training on Step Up to Writing Program. \$20,000 LCFF S/C	1B. Provided teachers with classroom coverage (substitute teachers) while teachers received training on Step Up to Writing Program. \$20,000 LCFF S/C	1B. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20,000	1B. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 19,000
1C. Response to Intervention: To provide teachers with classroom coverage (substitute teachers) in order to attend Student Study Team meetings during the instructional day. \$6,000 LCFF S/C  1D. Provide teachers with	1C. Substitute coverage was provided for certificated staff to cover Student Study Team.  1D. Limited conference opportunities were offered due to lack of substitute coverage.	1C. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,000  1D. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,386  1E. 4000-4999: Books And	1C. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,707  1D. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,794  1E. 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>opportunities to attend common core standards conferences/trainings. \$2,386 LCFF S/C</p>		Supplies Title I 9,065	Supplies Title I 383.
<p>1E. To provide implementation of common core standards instruction in all content areas through the use of supplemental/instructional material on content standards and strategies. \$9,065 Title I</p>	<p>1E. Supplemental materials were not needed due to a new ELA adoption.</p>	1F. 1000-1999: Certificated Personnel Salaries Title I 30,000	1F. 1000-1999: Certificated Personnel Salaries Title I 30,000
<p>1F.To hire a certificated substitute teacher to provide supplemental instruction to ELL students (CELDT 1) through the instruction of Rosetta Stone. \$30,000 Title I</p>	<p>1.F Rosetta Stone Certificated Substitute was hired to provide instruction.</p>	1G. 1000-1999: Certificated Personnel Salaries Title I 6,000	1G. 1000-1999: Certificated Personnel Salaries Title I 5,576
<p>1G.Extended Learning: To provide students with after school tutoring. \$6,000 Title I</p>	<p>1G. Extra Services- After school tutoring was provided by Certificated Staff.</p>	1H. 4000-4999: Books And Supplies Title I 858	1H. 4000-4999: Books And Supplies Title I 0
<p>1H.To provide implementation of common core standards instruction in all content areas through the use of supplemental/instructional material on content standards and strategies. \$858 Title I</p>	<p>1H. Supplemental materials were not needed due to a new ELA adoption.</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.

Teachers were provided with standard/research based professional staff development opportunities throughout the school year, with a focus on writing practices with Step Up to Writing (SUTW) professional development provided by a RCOE consultant.

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

SUTW RCOE Consultant has been very affective, TK-6th grade. During formal and informal observations, there was evidence of writing strategies being implemented school-wide. Progress was monitored during PLCs. CAASPP results should show an increase in writing competencies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1D There was a lack of Conference opportunities and we were unable to provide substitute coverage due to the restriction of substitutes. Therefore budgeted expenditures were not fully utilized.  
1.1E Our new ELA adoption material included multiple resources and online access. With the previous ELA curriculum, funds were needed to supplement. \$2068 from LCFF was used to purchase ELL supplemental materials -Voyager.  
1.1H Duplicate of 1.1E

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.

Will continue professional development with a Step Up to Writing (SUTW) Consultant. Site Leadership will review options for monitoring implementation of writing straggles school-wide.

# 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
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### 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):</p> <p>Overall: Rated Good with 95%</p> <p>Restrooms: Rated Good with 90%</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):</p> <p>Overall: Rated Good with 81%</p> <p>Restrooms: Rated Fair with 93%</p>	
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>

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.

[Redacted area]

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

[Redacted area]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Redacted area]

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.

[Redacted area]

# 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 Kindergarten 6th for at least 50 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 5 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) Administer Parent Survey in grades Kindergarten 6th for at least 50 families.</p> <p>B) Seeking input from parents in decision making: We met 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 70 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: 97.5%</p> <p>B. Chronic Absenteeism rate: 2.5%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 97.02%</p> <p>B. Chronic Absenteeism rate: 5.50%</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: 0%</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. To provide extra services pay for FIAT parent workshop presenters. \$4,005 Title I</p>	<p>3A. Provided extra services for FIAT. co-coordinator presenter. Provided training for parent leaders, staff and parents.</p>	<p>3A. 1000-1999: Certificated Personnel Salaries Title I 4,005</p>	<p>3A. 1000-1999: Certificated Personnel Salaries Title I 3,017</p>
<p>3B. To provide extra services pay to Parent Liaison. \$2,000 Title I</p>	<p>3B. Parent Liaison worked additional hours every week providing services to parents.</p>	<p>3B. 2000-2999: Classified Personnel Salaries Title I 2,000</p>	<p>3B. 2000-2999: Classified Personnel Salaries Title I 2,756</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.

Our FIAT Committee met monthly. They provided several academic and parenting workshops. They also provided activities to bring families together such as game night, father-daughter dance, and movie night. Other committees such as SSC, ELAC and PTO met their goals for quorum. Parent surveys and input was essential in meeting goals.

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

Involvement of additional staff is needed. We are a large school with many needs.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional extra services funds for our Parent Liaison were needed to support parent services. Funds (\$756.00) from Title 1 were utilized.

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 were made.

# 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?

Throughout the 2017- 18 school year, and in the beginning of the 2018-19 school year, the following stakeholder groups met and provided input on the SPSA based on a review of our data:

- \* Saul Martinez Leadership Team
- \* Staff at a Staff Meeting
- \* SSC
- \* ELAC
- \* FIAT
- \* Coffee with the Principal
- \* Taza de Cafe
- \* Title I Parent Meeting
- \* Back to School Night
- \* Parent Academy
- \* PTO

## IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

Stakeholder opinions were validated and minutes are recorded. For example, parents requested EL Tutoring Services after school and SSC set funding aside for it. Another example would be Staff Development provided for teachers. SSC made it a priority to fund PD for teachers.

### 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
Delia Alvarez	X				
Alejandra Neives		X			
Martha Olmedo		X			
Isabel Urbano			X		
Gabriel Baca		X			
Teresa Galvez				X	
Maria Elena Alvarez				X	
Elena Hernandez				X	
Olga Granados				X	
Salvador Felix				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

# 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:** Kinder -6th Grade: All students will receive high standards of instruction in English Language Arts, 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.

3rd-6th Grade: 50 percent of 3rd-6th grade students will meet or exceed the standards on the ELA California Assessment of Student Performance and Progress (CAASPP) in the spring of 2019.

3rd-6th Grade: 50 percent of 3rd-6th grade students will meet or exceed the standards on the Math California Assessment of Student Performance and Progress (CAASPP) in the spring of 2019.

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

Our student groups of English Learners, Socioeconomically Disadvantaged, and Hispanic showed an increase, but continue to remain in the low yellow quadrant of the Five -By-Five grid in English Language Arts and Math. Our Students with Disabilities had an increase, but continue to remain in the very low orange quadrant of the Five-By-Five grid in English Language Arts and Math.

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: 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-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged 2018-19	Modified Unchanged 2019-20
<p>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 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>Rate your school</p> <p>I) Professional Development: ELA CCSS: 1 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 1 VAPA: 1 World Lang: 1</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 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: 1</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 2 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): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 3 Health: Education: 1 PE: 1 VAPA: 2 World Lang: 1</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 2 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 3 Health Education: 2 PE: 2 VAPA: 1 World Lang: 1</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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>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>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 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: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</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 individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</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 individual teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered:4</p>
<p>State Priorities: 4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages &amp; placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement &amp; 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 26.5% English Learners 6.7% R-FEPS 57.9% Migrant 14.0% Socioeconomically Disadvantaged 26.5% Hispanic/Latino 26.8% Students with disabilities 4.8%</p>	<p>4-Pupil Achievement &amp; 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: 10% Migrant: 17% Socioeconomically Disadvantaged: 29% Hispanic/Latino: 29% Students with disabilities: 7%</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 50% English Learners: 20 % Migrant: 50% Socioeconomically Disadvantaged: 50% Hispanic/Latino: 50% Students with disabilities: 12%vd</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 60% English Learners : 30% Migrant : 60 % Socioeconomically Disadvantaged: 60% Hispanic/Latino: 60% Students with disabilities: 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>MATH: All Students 25.7% English Learners 10.2% R-FEPS 50.8% Migrant 20.6% Socioeconomically Disadvantaged 25.7% Hispanic/Latino 25.7% Students with disabilities 7.9%</p> <p>D. EL progress: 59.2%</p> <p>E. EL reclassification: 7.4%</p>	<p>MATH: All Students: 29% English Learners: 14% Migrant: 24% Socioeconomically Disadvantaged: 28% Hispanic/Latino: 29% Students with disabilities: 10%</p> <p>D. EL progress: 63%</p> <p>E. EL reclassification: 10%</p>	<p>MATH: All Students: 50% English Learners: 25% Migrant: 50% Socioeconomically Disadvantaged: 50% Hispanic/Latino: 50% Students with disabilities: 15%</p> <p>D. EL progress: 65%</p> <p>E. EL reclassification: 20%</p>	<p>MATH: All Students: 60% English Learners: 35 % Migrant: 60 % Socioeconomically Disadvantaged:60% Hispanic/Latino: 60% Students with disabilities: 15%</p> <p>D. EL progress: 70%</p> <p>E. EL reclassification: 30%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 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>2016-17 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -57.3 Change: Increased Points change: 9.8</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:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -38.3 Change: Increased Points change: 19</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:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -40.0 Change: Increased Points change: +9</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:</p> <p>1) All Students:</p> <p>ELA Color: Green Status: Low Distance/points from 3: -20.0 Change: Increased Significantly Points change: +20</p>



Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
	<p>Math Color: Yellow Status: Low Distance/points from 3: -57.5 Change: Increased Points change: 11.9</p> <p>2015-16 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -57.3 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -57.5 Change: Increased - Maintained Points change: 4.1</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -66.3 Change: Increased Points change: 8.7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.6 Change: Maintained Points change: 4.1</p>	<p>Math Color: Yellow Status: Low Distance/points from 3: -38.5 Change: Increased Significantly Points change: 19</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -44.3 Change: Increased Significantly Points change: 22</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -46.6 Change: Increased Significantly Points change: 22</p>	<p>Math Color: Yellow Status: Low Distance/points from 3: -45 Change: Increased Significantly Points change: +8</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -85 Change: Increased Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -83 Change: Increased Points change: +5</p>	<p>Math Color: Yellow Status: Low Distance/points from 3: -35 Change: Increased Significantly Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -75 Change: Increased Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -73 Change: Increased Points change: +10</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
	<p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -66.2 Change: Increased Points change: 8.6</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.9 Change: Increase- Maintained Points change: 3.5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -64.4 Change: Increased Points change: 9.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -67.1 Change: Increase- Maintained Points change: 4.2</p>	<p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -44.2 Change: Increased Significantly Points change: 22</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -44.9 Change: Increased Significantly Points change: 22</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -43.4 Change: Increased Significantly Points change: 21</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -45.1 Change: Increased Significantly Points change: 22</p>	<p>3) Migrant:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -62 Change: Increase Points change: +5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -52 Change: Increase Points change: +10</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -44 Change: Increased Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -48 Change: Increased Points change: +10</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -39 Change: Increased Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -43 Change: Increased Points change: +10</p>	<p>3) Migrant:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -52 Change: Increase Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -42 Change: Increase Points change: +10</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -34 Change: Increased Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -38 Change: Increased Points change: +10</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -29 Change: Increased Points change: +10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -33 Change: Increased Points change: +10</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>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</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: -139 Change: Increased Points change: 8.8</p> <p>Math Color: Range: Orange Status: Very Low Distance/points from 3: -143.1 Change: Maintained-Increased Points change: 13.1</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: -132 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -138.1 Change: Increased Points change: 5</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: -138 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -135 Change: Increased Points change: +5</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: -128 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -130 Change: Increased Points change: +5</p>

PLANNED ACTIONS / SERVICES

Action **1**

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

ACTIONS/SERVICES

**2018-19**

New	X Modified	Unchanged
Provide teachers with staff development in the area of writing, utilizing Step Up to Writing Program/Strategies.		

**2018-19**

PLANNED ACTIONS / SERVICES

Amount	\$11,429.0
Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Provide teachers with opportunities to attend common core standards conferences/trainings and share gained skills through staff development could include CAFE.
Amount	\$30,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries To provide teachers with classroom coverage (substitute teachers) while teachers receive training on Step Up to Writing Program.
Amount	\$5,278.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Response to Intervention: To provide teachers with classroom coverage (substitute teachers) in order to attend Student Study Team meetings during the instructional day.
Amount	\$12,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Provide teachers with opportunities to attend common core standards conferences/trainings and share gained skills through staff development could include AVID/PBIS.
Amount	\$10,000
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies To provide implementation of common core standards instruction in all content areas through the use of supplemental/instructional material on content standards and strategies
Amount	\$15,556.0
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extended Learning: To provide students with after school tutoring.
Amount	\$7,444.00

PLANNED ACTIONS / SERVICES

Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies To provide implementation of common core standards instruction in all content areas through the use of supplemental/instructional material on content standards and strategies.

Action **2**

ACTIONS/SERVICES

**2018-19**

# 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:** Weekly campus walkthroughs will be conducted to ensure a safe and secure campus. Work orders will be submitted as necessary.

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 91.54%  Restrooms: Rated Fair with 83.80%	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 90%	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 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 Rate Good with 100%  Restrooms: Rated Good with 100%

PLANNED ACTIONS / SERVICES

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

[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](#)

Collaboration between families, school personnel, and students, to increase student achievement.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

	<b>Baseline reflects most recent data from associated metric/indicator</b>		<b>Modified Unchanged</b>	<b>Modified Unchanged</b>
Metrics/Indicators	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 6 times a year for the following parent committees: SCC, ELAC, and FIAT.	3- Parental Involvement  A) Administer Parent Survey in grades Kindergarten 6th for at least 50 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 FIAT.	3- Parental Involvement  A) Administer Parent Survey in grades Kindergarten through 6th for at least 55 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 FIAT.	3- Parental Involvement  A) Administer Parent Survey in grades Kindergarten through 6th for at least 60 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 FIAT.



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) Promoting Parental Participation:	C) Promoting Parental Participation: 40% of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 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: 97.1%  B. Chronic Absenteeism rate: 2.9 %	5-Pupil Engagement  A. School Attendance rate: 97.5%  B. Chronic Absenteeism rate: 2.5%	5-Pupil Engagement  A. School Attendance rate: 97.9%  B. Chronic Absenteeism rate: 3%	5-Pupil Engagement  A. School Attendance rate: 98%  B. Chronic Absenteeism rate: 2%
6-School Climate  A. Pupil suspension rate  B. Pupil expulsion rate  C. California Healthy Kids School Survey	6-School Climate  A. 2015-16 Pupil suspension rate: 1%  B. 2015-16 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

\$4,005.00

PLANNED ACTIONS / SERVICES

Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries To provide extra services to pay for FIAT parent workshop presenters
Amount	\$3,000.00
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries To provide extra services to pay for additional hours for Parent Liaison
Amount	\$5,000.00
Source	Title I 3010
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Contract services for parent engagement such as social skill and academic workshops, home visits and tutoring services.

**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  
*[Handwritten Signature]*  
\_\_\_\_\_  
Signature

X English Learner Advisory Committee

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

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 .

Attested:

Delia Alvarez  
Typed Name of School Principal

*[Handwritten Signature]*  
Signature of School Principal

10-11-18  
Date

Patricia Lopez  
Typed Name of SSC Chairperson

*[Handwritten Signature]*  
Signature of SSC Chairperson

10-11-18  
Date

**SPSA Annual Evaluation**

School Name: Saul Martinez Elementary School Year: 2017-18

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

## SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	103,712.00	103,712.00
LCFF Supplemental/Concentration 0701	47,278.00	47,278.00
Title I 3010	56,434.00	56,434.00

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

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>2018-19</b>	<b>2018-19 Total</b>
All Expenditure Types	103,712.00	103,712.00
1000-1999: Certificated Personnel Salaries	54,839.00	54,839.00
2000-2999: Classified Personnel Salaries	3,000.00	3,000.00
4000-4999: Books And Supplies	17,444.00	17,444.00
5000-5999: Services And Other Operating Expenditures	23,429.00	23,429.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	5,000.00

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

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19</b>	<b>2018-19 Total</b>
All Expenditure Types	All Funding Sources	103,712.00	103,712.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	35,278.00	35,278.00
1000-1999: Certificated Personnel Salaries	Title I 3010	19,561.00	19,561.00
2000-2999: Classified Personnel Salaries	Title I 3010	3,000.00	3,000.00
4000-4999: Books And Supplies	Title I 3010	17,444.00	17,444.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	12,000.00	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	11,429.00	11,429.00
5800: Professional/Consulting Services And Operating Expenditures	Title I 3010	5,000.00	5,000.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2018-19</b>	<b>2018-19 Total</b>
<b>Goal 1</b>	91,707.00	91,707.00
<b>Goal 3</b>	12,005.00	12,005.00

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



**SPSA Addendums**