

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CENTRAL ELEMENTARY** SCHOOL

2020-21

37-68338-6039366
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Castillo-Duvall, Elizabeth

Contact Person: Castillo-Duvall, Elizabeth

Position: Principal

Telephone Number: (619) 344-6100

Address: 4063 Polk Ave, Central Elementary, San Diego, CA, 92105-1436,

E-mail Address: ecastillo-duvall@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT



All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: *Central Elementary*

SITE CONTACT PERSON: *Liz Duvall*

PHONE: *(619) 344-6100* FAX:

E-MAIL ADDRESS: *ecastillo-duvall@sandi.net*

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <i>10/2/20</i> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon 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.
- The site plan or revisions to the site plan were adopted by the SSC on: *6/8/20*

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Liz Duvall

Type/Print Name of School Principal

Liz Duvall 10/8/20
Signature of School Principal / Date

Kristen stacy

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

No chair - only members

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Christina Casillas

Type/Print Name of Area Superintendent

Christina Casillas 10/15/20
Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of *Title I Schoolwide Program*. The team at Central Elementary is committed to meeting the needs of ALL students. School programs are strategically designed to engage students and staff in deepening their understanding of student strengths and needs to plan the right next steps. To provide a strong academic program, the team at Central collaborate to provide opportunities for students to develop social, emotional and problem-solving skills to promote agency and life-long learning.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and parent participation. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Our SPSA process involves input from all stakeholders including staff, parents, School Site Council, Site Governance Team and our English Learner Advisory Committee. During the 2019-20 school year, the following meetings were held to dialogue and solicit input:

November 1, 2019 the Annual Title I Parent Meeting was held.

February 4, 2020 - Site Governance Team to analyze data, develop and approve 2019-20 and provided budget recommendations

February 6, 2020 - English Learner Advisory Committee provided input on funding that would support English Language Learners.

February 10, 2020 - Site Governance Team to provide further input on budget recommendations.

February 10, 2020 - School Site Council Meeting to review and approve the 2020-21 Budget.

September 26, 2019 - English Learner Advisory Committee provided input on goals for English learners

September 30, 2019 - Site Governance Team provided input on goals.

October 1, 2019 - School Site Council developed and approved the 2019-20 SPSA.

October 2, 2020 - Title 1 Parent Meeting and SPSA input.

October 2, 2020 - School Site Council developed, refined and approved the 2020-21 SPSA.

RESOURCE INEQUITIES

In order to conduct a root cause analysis, the Central Team examined a variety of data including 2018-19 CAASP results, the 2018-19 California Dashboard and California Parent Survey, California Healthy Kids Survey, Site data and a review of the 2018-19 School Plan for Student Achievement. An analysis of our 3rd - 5th Grade CAASPP data indicate no improvement in ELA and a slight decrease of 1% in mathematics.

The 2015-16 3rd grade student group met or exceeded grade level standards at 23% in ELA and 19% in Mathematics. The same group of students moved to 4th grade during the 2016-17 school year and their performance decreased to 22% in ELA and to 13% in Mathematics. During the 2017-18 school year, those same students moved to 5th grade, increased in ELA to 29%, and increased slightly to 14% in Math. This specific group of students grew 6 percentage points in ELA and decreased 5 percentage points in Math.

The 2016-17 3rd grade student group met or exceeded grade level standards at 27% in ELA and 18% in Math. When this same group of students moved to 4th grade in the 17-18 school year, their performance in ELA decreased to 20% and to 14% in Math. This is 7-percentage point decrease in ELA and 4 percentage points in Math. The 2018-19 SPSA was focused on ELA, and Math development.

The school's overall data for the 2016-17 school year indicates 24% of 3rd - 5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated no movement in the percentage of students who met or exceeded grade level standards in ELA. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically for our English Learners and students with disabilities.

Inequities also exist in Math in that the school's overall data for the 2016-17 school year indicates only 17% of 3rd - 5th grade students met or exceeded the standard. The overall school data indicates a small percentage growth from 2014-15 school year to the 2017-18 school year of 3 percentage points (13% to 16%). To support student progress in both ELA and Math, professional development will focus around knowing our students and how they are progressing towards grade-level standards. Teachers will also participate in PLCs in order to support tier one instruction, a guaranteed viable curriculum and a hyper-focus on students who are learning English as well as students with disabilities.

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism, which is in red with 20.3% of our students chronically absent (up 2.5 percentage points from the previous year). The school team is committed to work with students who are chronically absent in order for them to improve their attendance as we believe students can't learn if they're not in school. The office staff will work collaboratively with the principal, school counselor, and certificated staff to monitor attendance and social emotional needs. In addition, the goal is to increase parent engagement and continue to strengthen the home-school relationships with families. There will be mental health services on-site through local partnership agencies to support students with social and emotional needs. The school community (staff, parents, community organizations) recognize the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS schoolwide to cultivate a positive school culture for all stakeholders.

Based on our data, we need to continue our focus to improve student achievement and close the achievement gap specific to our English Learners, Students with Disabilities and our Black Youth Students. Our Professional Development plan will include PLCs, flexible professional development opportunities, instructional walkthroughs, and District support. There is a need to dedicate PLC time on developing standards based instruction and assessments with ongoing monitoring. In addition, in response to student need as identified by CAASPP scores over multiple years Central purchased an additional over-formula teacher to reduce the number of students in upper grade classrooms. A portion of a Vice Principal as well part-time resource teachers were also purchased in order to work side-by-side with teachers for professional development, planning and student monitoring.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Liz Duvall	Principal
Michael Stanley	Teacher
Holly Bierl	Teacher
Kristen Stacy	Teacher
Veronica Dominguez	Community Member
Vanny Vath	Parent
Binh Vo	Parent
Yisel Reyes	Parent
Jasmine Mora	Parent
David Moreno	Other Staff

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We had goals for the 2019/20 school year to decrease the overall school wide chronic absenteeism rate and increase the average parent involvement rate, however due to school closures we weren't able to have final school year data so our goals are moving forward for this school year.

We were, however, able to obtain California Dashboard information regarding our chronically absent students and found that through March 13th when schools closed we were at the following data comparisons from the previous year:

- African American student chronic absentee rate had increased slightly from 22.8% to 25%
- Students with disabilities chronic absentee rate had decreased from 31.4% to 26.7%
- English Learners has remained relatively the same moving from 18.9% to 18.5%
- Hispanic students had declined slightly from 23.4% to 22.2%
- Socially Disadvantaged student chronic absentee rate has increased slightly from 20.% to 21.1%
- Asian student chronic absentee rate has increased from 2.1% to 7.8%
- Homeless student chronic absentee rate has decreased from 28.95 to 23.9%

This year we added goals to reduce the suspension rate. Although our rates stayed the same from 2018 to 2019 at .8% suspended at least once, some of our subgroups definitely increased. The data was as follows:

- African American students increased from 1.5% to 6.2%
- Our English Learners remained relatively the same going from .6% in 2018 to .7% in 2019.
- Our students with disabilities increases from 1.2% in 2018 to 3.2 in 2019
- Our Homeless population increased from 1.0% to 4.5% in 2019

Our goal is to eliminate suspensions for all students.

***Major Differences**

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

Although we worked, hard with all subgroups to decrease the percentage of students who were chronically absent and suspended, the school closed in mid-March and it greatly affected our ability to continue working on these goals. Although we did make a difference in our students with disabilities, the remainder of the groups stayed relatively the same. We will continue our goals, adjustments to the data based on California Dashboard Data will be reviewed.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to school closures, we will continue with our interventions, supports and goals and adjust accordingly based on instructional delivery (i.e. online or onsite learning).

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	20.7%	10.7%	Attendance	Trimester
June 2021	TK-5	Increase the average parent involvement rate ("Strongly agree" in each of the 4 indicators).	42.75%	52.75	CAL-SCHLS (CSPS)	Annually

***Identified Need**

On the California Dashboard (2019) Central is in the red in the area of Chronic Absenteeism. The overall chronic absenteeism rate is 20.3%, which is an increase of 2.5% over the previous year. The 2019 Dashboard shows we maintained the Chronic Absenteeism rate and increased slightly to 20.7%.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 42.75% (with the response of "strongly agree" in each of the indicators (see below). 319 parents completed the survey in a student population of 633 students (as of July 18, 2019).

Parent Involvement (indicators):

- School allows input and welcomes parents/ contributions 44%
- School encourages me to be an active partner with the school in education my child 42%
- School actively seeks the input of parents before making important decision 34%
- Parents feel welcome to participate at this school 51%

*Online Learning Implications							
<p>-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.</p> <p>-Tier 2 - Administrators, school counselor and attendance team will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.</p> <p>-Tier 3 - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.</p> <p>-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate	25	15	Chronic Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	26.1	16.1	Chronic Absenteeism	Monthly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	22.2	12.2	Chronic Absenteeism	Monthly
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	18.5	8.5	Chronic Absenteeism	Monthly
June 2021	TK-5	Asian	Decrease chronic absenteeism rate	7.8	2.8	Chronic Absenteeism	Monthly
June 2021	TK-5	Homeless/Foster	Decrease chronic absenteeism rate	23.9	13.9	Chronic Absenteeism	Monthly
June 2021	TK-5	Black or African American	Decrease suspension rate	6.2	0	Suspension	Monthly
June 2021	TK-5	English Learner	Decrease suspension rate	.7	0	Suspension	Monthly
June 2021	TK-5	Students with Disabilities	Decrease suspension rate	3.2	0	Suspension	Monthly
June 2021	TK-5	Homeless/Foster	Decrease suspension rate	4.5	0	Suspension	Monthly

Vice Principal

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy in the area of Chronic Absenteeism and suspensions, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

***Strategy/Activity - Description**

The Vice Principal will work to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress. In addition, she will work collaboratively with students, parents, principal, counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rate. She will also be active members of the PBIS team as well as other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00592V	Vice Principal	0.17000	\$19,319.82	\$26,977.81	0059-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmt			Safe, supportive, and collaborative school culture, which will support efforts to decrease chronic absenteeism.

Attendance Data Review

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy in the area of Chronic Absenteeism, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, Parent connection, school/home communication).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00594O	Clerical OTBS Hrly		\$1,500.00	\$1,991.85	0059-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement			Decrease chronic absenteeism rate (SARB, parent connection, school/home communication).

Professional Development-all staff

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy in the area of Chronic Absenteeism, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

***Strategy/Activity - Description**

On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00599W	Prof&Curriclm DevHrlyClstrmTchr		\$10,000.00	\$12,229.00	0059-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Safe, supportive, and collaborative school culture and decrease chronic absenteeism.

Professional Development-Certified

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy in the area of Chronic Absenteeism, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

***Strategy/Activity - Description**

Teachers work together after school and/or during school breaks to participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00594Y	Prof&Curriclm DevHrlyClstrmTchr		\$10,000.00	\$12,229.00	0059-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Safe, Supportive, and collaborative school culture and decrease chronic absenteeism.

Parent Trainings

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy in the area of Chronic Absenteeism, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

***Strategy/Activity - Description**

Certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N005950	Prof&Curriclm Dev Vist Tchr		\$30,000.00	\$36,687.00	0059-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Safe, supportive, and collaborative school culture and decrease chronic absenteeism.

Personal Health Initiative

***Students to be served by this Strategy/Activity**

All students will be served by this strategy.

***Strategy/Activity - Description**

Physical Education Teacher spends this time working with students to establish personal health, attendance and behavior goals. She also is the first to train students in school wide behavior expectations and inspiring students and families to be a part of The Central Way by reviewing chants and songs aligned with expectations.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005933	Elem Prep Teacher/Pe	0.10000	\$8,704.60	\$12,551.15	0059-30106-00-1118- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt			Safe, supportive, and collaborative school culture, which will support efforts to decrease chronic absenteeism.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following:

Two part-time Resource Teachers to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; provide support for English Learners in acquiring English and accessing grade level standards as well as students with disabilities; collaborate with teachers to provide more individualized instruction and supports for students; support professional development. Visiting teachers to release classroom teachers from the classroom for PLCs and other professional development and collaboration opportunities in order to design lessons, analyze student work, individual, class and grade level data and to improve instructional strategies.

In reflecting upon our SPSA Goals, we realize the need to tighten and strengthen our overall professional development and student monitoring.

While effort was made to improve, we did not make sufficient gains in order to meet our stated goal.

*Major Differences

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

Resource Teachers worked in classrooms with teachers to strengthen Tier 1 instruction. In mid-March, schools closed and their work shifted to small group instruction with some Tier 1 support for teachers struggling with instruction online. We will continue with our intended goals as our resource teachers continue with the same goals.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A strategic plan has been created in order to ensure classroom teachers are receiving support on strengthening Tier 1 instruction based on grade level standards and student need. Monitoring of students strategically throughout the year and planning for how these students will be supported within the classroom through teacher instruction and interventions will be planned every 5 to 6 weeks. In addition to the two part-time Resource Teachers, we have funded a portion of a Vice-Principal in order to support teachers at all grade levels.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	26.7%	36.7%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	27.9%	37.9%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	27.2%	37.2%	CAASPP ELA	Annually
June 2021	3 - 5	Increase the percentage of students meeting and exceeding grade level standards.	27.2%	37.2%	CAASPP ELA	Annually

***Identified Need**

The school's overall data for the 2017 school year indicates 21.3% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 27.2% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight gain of 5.9% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 97% of Central's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

Our black student population scored 108.6 points below standard in ELA based on CAASP 2018 data. There was a 27.8-point decrease in 2019 as black students scored only 69 points below standard.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 23% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 22% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 29% (ELA). This specific group of students grew 6 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 27% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 20% (ELA). This is a 7% decrease in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

***Online Learning Implications**

We had goals for the 2019/20 school year to increase our academic performance as measured by CAASP, however, we don't have data due to school closures so we're moving the goals forward with the following understandings:

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	10%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	7.2%	17.2%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	8%	18%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	20%	30%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	7.2%	17.2%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of	2%	12%	CAASPP ELA	Annually

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			students meeting and exceeding grade level standards.				
June 2021	3-5	Black or African American	Decrease the points below standard.	69 points below standard	59 points below standard	CAASPP ELA	Annually

Resource Teacher Vice Principal

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

*Strategy/Activity - Description

Resource Teachers and Vice Principal will support student progress in ELA by Leading Professional Development school wide, within PLCs and side-by-side with teachers. Together, they will focus on studying and gaining an in-depth understanding of grade level standards and expectations in order to strengthen tier one instruction throughout the school year for all classroom teacher as well as education specialists. They will meet with grade level teams every 5-6 week to monitor student progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00592W	Inschool Resource Tchr	0.50000	\$47,543.50	\$70,790.42	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school wide.
F00592Z	Inschool Resource Tchr	0.35000	\$33,280.45	\$50,886.67	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school wide.
	Vice Principal				0059-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00592V	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school-wide.

*Additional Supports for this Strategy/Activity

An over formula teacher in order to reduce the number of students at upper grade classrooms (which can have up to 35 students per teacher) will support teachers being able to better meet the needs of their students by facilitating more focused instruction in small groups or one-on-one with students.

Classroom Teacher									
*Students to be served by this Strategy/Activity									
All students within 4th and 5th grade with specific emphasis on English Learners and Students with Disabilities.									
*Strategy/Activity - Description									
An over-formula teacher at upper grades (which can have up to 35 students) in order to reduce class size to 30 or less per class. This will allow the teachers to be more focused on the students within their class and facilitate their ability to work closer with students in small group or individually as needed. This also helps build relationships with students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005930	Regular Teacher	1.00000	\$89,006.00	\$127,919.42	0059-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, graduation.
*Additional Supports for this Strategy/Activity									
Professional Learning Communities									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.									
*Strategy/Activity - Description									
Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0059S	Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,458.00	0059-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, African American students, Graduation by Leading Professional Development school wide.

Instructional Supplies

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0059D3	Supplies		\$6,264.00	\$6,264.00	0059-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support closing the achievement gap with instructional supplies.
N0059E7	Interprogram Svcs/Paper		\$5,010.00	\$5,010.00	0059-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support closing the achievement gap with instructional supplies.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Both Resource Teachers were to support classroom teachers with strengthening tier 1 instruction in both ELA and Math; Collaborate with teachers to affect the effectiveness of the teacher providing more individualized, informed instruction and supports for students and support professional development.

In addition, 4th grade teachers were supported by a district provided math resource teachers in order to work on Number Talks that support students in approaching word problems within mathematics.

*Major Differences

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

Resource teachers supported teachers with strengthening Tier 1 instruction via Professional Development, side-by-side teaching, and collaboration. In mid-March, schools closed and they shifted their support to work more directly with students who were struggling to engage in online learning and needed smaller group instruction.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Resource Teachers will work with teachers to monitor student progress in the area of mathematics. They, along with classroom teachers at 3rd - 5th grade will work with a district math resource teacher in order to deepen their understanding of the mathematical practices and grade level standards.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	28.9%	38.9%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	17.9%	27.9%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	23.2%	33.2%	CAASPP Math	Annually
June 2021	3 - 5	Increase the percentage of students meeting and exceeding grade level standards.	23.5%	33.5%	CAASPP Math	Annually

***Identified Need**

The school's overall data for the 2017 school year indicates 17.7% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 23.6% of 3rd-5th grade students met or exceeded grade level standards in Math. There was an increase of 5.9% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 97% of Central's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 19% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 13% (Math). During the 2017-2018 school year, their performance in met or exceeded grade level standards was at 14% (Math). This specific group of students dropped 5% in Math.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 18% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 14% (Math). This is a 4% drop in Math. The 2018-19 SPSA

was focused on ELA and funding supported ELA development.

Our black student population scored 104.2 points below standard in math based on CAASP 2018 data. There was a 26.3 decrease with students scoring 64.8 points below standard in 2019.

Because of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade one group of students increased while the other dropped in met or exceeded grade level standards. The overall school data indicates a small percentage growth from 2014 (13%) to 2018 (24%). This is a gain of 11% in math. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate PLCs every 5 to 6 weeks). Also, strengthening tier one instruction throughout the school year for all classroom teachers and Education Specialists to support student subgroups in the area of math. In addition, administering common formative assessments and monitoring student progress together as a grade level team during each PLC will be implemented.

***Online Learning Implications**

We had goals for the 2019/20 school year to increase our academic performance as measured by CAASP, however, we don't have data due to school closures so we're moving the goals forward with the following understandings:

- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group, and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	10%	20%	CAASPP Math	Annually
June 2020	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	11.9%	21.9%	CAASPP Math	Annually
June 2021	4	Students with	Increase the	1%	10%	CAASPP Math	Annually

Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		Disabilities	percentage of students meeting and exceeding grade level standards.				
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	13%	23%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	3.7%	13.7%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	5.7%	15.7%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Decrease the points below standard.	64.8 points below standard	54.8 points below standard	CAASPP Math	Annually

Resource Teacher

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

District and site resource teachers as well as our Vice-Principal will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. Collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students by creating meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F005931	Inschool Resource Tchr	0.25000	\$23,771.75	\$35,395.21	0059-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Support closing the achievement gap in ELA and Math: English Learners, Students with Disabilities, African American students, Graduation supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions.
F005932	Inschool Resource Tchr	0.30000	\$28,526.10	\$43,617.15	0059-09800-00-1109-1000-4760-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Support closing the achievement gap in ELA and Math: English Learners, Students with Disabilities, African American students, Graduation supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions.

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0059-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N005950	Release time for grade level planning and cross circular planning.

Small Group Interventions

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged.

***Strategy/Activity - Description**

Additional opportunities for students to participate in re-teaching and differentiated instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0059-30100-00-2151-1110-5770-01000-4262	Title I Basic Program		Goal 7 - Family Engagement Ref Id : N0059X	Support small group interventions to close the achievement gap.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following:

Two part-time Resource Teachers: support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

*Major Differences

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

Resource Teachers supported teachers in implementing integrated and designated ELD. This work continued after school closures in mid-March as they worked alongside teachers to plan, collaborate and co-teach dELD. They also continued to support Newcomers in small groups and by providing additional supports in order for them to stay engaged and continue to develop their English language.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Resource Teachers and Vice-Principal will support classroom teachers with tier 1 instruction and specific instructional practices based on need of the students throughout the school year. RT will also provide professional development and plan with teachers to support struggling students with tier 2 interventions; specifically with students who are duly identified as English Learners and Students with Disabilities.

The goal will be to increase the number of students that are moving up to the expected annual growth.

***Integrated English Language Development**

Professional development will include Quality Teaching for English Learners (QTEL) and other strategies in order to ensure English Learners have access to grade level curriculum. Classroom walkthroughs will be conducted to show evidence of integrated ELD.

***Designated English Language Development**

Professional Development will include specific topics for Designated ELD primary using Benchmark ELD lessons. Teachers will meet PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Walkthroughs will be conducted to show evidence of Designated ELD.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 - 5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	9.2%	19.2%	CAASPP ELA	Annually
June 2021	3 - 5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	9.9%	19.9%	Other (Describe in Objective)	Annually
June 2021	TK - 5	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale scores ranges from 17-18	90%	Summative ELPAC	Annually

***Identified Need**

English Learner students make up 73.5%% of the overall student population. According to the CA Dashboard, English Learner students are performing 97.3 points below standards in ELA and 100.6 below standards in Math. According to the K-5 Summative ELPAC data there are 88 students performing at Level 4 (well developed), 152 students performing at Level 3 (moderately developed), and 103 students performing at Level 2 (somewhat developed), and 111 students performing at a Level 1 (minimally developed).

***Online Learning Implications**

We had goals for the 2019/20 school year, however, we don't have data due to school closures so we're moving the goals forward with the following understandings:

- Job embedded coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- Formative assessment data will be collected, analyzed, and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	7.2%	17.2%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	20%	30%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	2%	12%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	11.9%	21.9%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	13%	23%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of	5.7%	15.7%	CAASPP Math	Annually

Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting and exceeding grade level standards in Math.				
June 2021	2 - 5	English Learner	Increase the percentage of English Learners eligible for reclassification.	79.4%	89.5%	Summative ELPAC	Annually

Resource Teacher

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically English Learner students.

*Strategy/Activity - Description

Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0059-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners	Goal 3 - Mathematics Ref Id : F005931	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions
	Inschool Resource Tchr				0059-09800-00-1109-1000-4760-01000-3104	LCFF Intervention Support	English Learners	Goal 3 - Mathematics Ref Id : F005932	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions

Professional Learning Communities									
*Students to be served by this Strategy/Activity									
All students at the school; specifically English Learner students.									
*Strategy/Activity - Description									
Visiting teachers and teacher hourly are essential for classroom teachers to have opportunities to participate in professional development with support staff to work on the lesson design, lesson studies, and cross-classroom visits. Teachers also need time to analyze data and plan instruction.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0059-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N0059S	Support closing the achievement gap in ELA and Math; English Learners, by Leading Professional Development school-wide.
	Prof&Curriclm DevHrlyClstrmTchr				0059-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N00594Y	Support closing the achievement gap in ELA and Math; English Learners, by Leading Professional Development school-wide.
Instructional Support									
*Students to be served by this Strategy/Activity									
All students, specifically English Learner students.									
*Strategy/Activity - Description									
Materials in order for students to participate in re-teaching and differentiated instruction.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0059B7	Supplies		\$1,797.00	\$1,797.00	0059-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Materials for common tasks and common assessments that students will be participating in.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to school closures, we are not able to determine the impact of our strategies and the goals will move forward to the 2020/21 school year. However, we were seeing an alignment between Education Specialists and General Education Teachers as they planned and co-taught together in order to better support students in meeting their IEP goals and moving towards meeting grade level standards.

*Major Differences

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

There were no major differences due to school closures so we will continue with the same strategies for the 2020/21 school year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes due to school closures so we will continue with the same strategies for the 2020/21 school year.

*Goal 5- Students with Disabilities						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 - 5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	5.1%	15.1%	Other (Describe in Objective)	Annually
June 2021	3 - 5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	4.6%	14.6%	Other (Describe in Objective)	Annually
*Identified Need						
According to the California Dashboard, students with disabilities are performing 121.2 points below standards in ELA and 127.2 points below standards in Math. *Note: Goals under Annual Measurable Outcomes are limited by accessible data.						
*Online Learning Implications						
<p>We had goals for the 2019/20 school year, but due to school closures we don't have the data to show outcomes so we'll be moving the goals forward with the following understandings:</p> <ul style="list-style-type: none"> - Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). -All students with IEP's have access to assistive -technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes -The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators. -All staff will be working as a team to support all students to accelerate their learning. 						

Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	0%	10%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	8%	18%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	7.2%	17.2%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	10%	20%	Other (Describe in Objective)	Annually

Central Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	0%	10%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	3.7%	13.7%	Other (Describe in Objective)	Annually

Professional Development

***Students to be served by this Strategy/Activity**

All students; specifically students with disabilities.

***Strategy/Activity - Description**

Teachers will participate in ongoing professional development and workshops in order to provide opportunities that meet the specific needs of students with disabilities in the areas of ELA and Math. Education Specialists will be included in all learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm DevHrlyClstrmTchr				0059-30106-00-1170- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N00599W	Hourly time to participate in Professional Development outside of work hours.

Instructional Support									
*Students to be served by this Strategy/Activity									
All students; specifically students with disabilities.									
*Strategy/Activity - Description									
Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0059BB	Supplies		\$23,656.00	\$23,656.00	0059-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Materials for common tasks and common assessments that students will be participating in.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	African American Students	Decrease the percentage of chronically absent students.	25	15	Grades	Yearly
June 2021	TK - 5	African American Students	Decrease the percentage of students suspended at least once	6.2	5.2	Suspensions (Classroom and School)	Yearly

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Central Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Central Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Central Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Central Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Central Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Central Elementary is to maintain or increase the percentage of diverse educators from the current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

The school’s California Dashboard data for the 2018 school year indicates 22.8% of our African American students were chronically absent. In the 2019 school year, the data indicated 25% of African American students were chronically absent. There was an increase of 2.2%. Based on the data, we need to continue to focus on improving attendance for our African American students in order to close the achievement gap.

The California Dashboard data also showed a disproportionate amount of suspensions for our African American Students. In 2018, we had 1.5% suspended at least once and we were in yellow. In 2019, our African American Suspension rte increased to 6.2% suspended at least once which signifies an increase of 4.7% and moved us into the red zone.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Vice Principal

***Students to be served by this Strategy/Activity**

Our African American students.

***Strategy/Activity - Description**

The Vice-Principal will work to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress. In addition, she will work collaboratively with students, parents, principal, counselor, office staff, nurse, health technicians, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rate. She will also be an active member of the PBIS team as well as other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Vice Principal				0059-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00592V	Maximize learning through social-emotional supports as well as collaboration between students, teachers, and families.

Attendance Tracking

***Students to be served by this Strategy/Activity**

African American Students

***Strategy/Activity - Description**

Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, Parent connection, school/home communication).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Clerical OTBS Hrly				0059-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N00594O	Office Staff will perform additional duties to monitor attendance and support parent communication.

Professional Development

***Students to be served by this Strategy/Activity**

African American Students

***Strategy/Activity - Description**

On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and to collaborate with families regarding behavior in order to keep students at school.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm DevHrlyClstrmTchr				0059-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N00599W	Teachers will participate in PD to increase their engaging instructional strategies.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order for parents to be involved, parents often request childcare support and we have better attendance when we are able to provide snacks for them while on campus. We also look for opportunities to provide workshops or trainings off- site at conferences.

*Major Differences

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

Childcare is offered at all meetings, but not always utilized. We will focus on encouraging parents to attend by continuing to provide translation, childcare and snacks.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend school trainings and meetings. All staff will work with our current parent volunteers to increase parent awareness of the importance and impact of parent involvement on academic achievement.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	319/633 = 50%	379/633 = 60%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding as "strongly agree" in the area of parent involvement (average of 4 indicators from all parent groups.	42.75%	52.75%	CAL - SCHLS (CSPS)
*Identified Need					
<p>The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school wide to cultivate a positive school culture.</p> <p>According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 42.75% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 319 parents completed the survey in a student population of 633 students.</p> <p>Parent Involvement (indicators) that include only "Strongly Agree" responses:</p> <ul style="list-style-type: none"> -School allows input and welcomes parents' contributions=44% -School encourages me to be an active partner with the school in educating my child=42% -School actively seeks the input of parents before making important decisions=34% -Parents feel welcome to participate at this school=51% <p>Parent Involvement (indicators) that include both "<u>Strongly Agree</u>" and "<u>Agree</u>" responses:</p> <ul style="list-style-type: none"> -School allows input and welcomes parents' contributions = 91% -School encourages me to be an active partner with the school in educating my child = 92% -School actively seeks the input of parents before making important decisions = 84% -Parents feel welcome to participate at this school = 96% 					
*Online Learning Implications					
<p>We had goals for the 2019/20 school year, but due to school closures we don't have the data to show outcomes so our goals will continue to the 2020/21 school year with the following understandings:</p> <ul style="list-style-type: none"> -A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. -All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. 					

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- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
- For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	44%	54%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	42%	52%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding	34%	44%	Other - Describe in Objective

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		“Strongly Agree” in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.			
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	51%	61%	Other - Describe in Objective

Parent Meeting Support

*Families to be served by this Strategy/Activity

All families and students at the school will benefit from this strategy/activity.

*Strategy/Activity - Description

Provide childcare for parent trainings/meetings.

Provide translation services in Spanish and Vietnamese to facilitate communication between school, classroom teachers and parents.

Allocate funds for in-service supplies for parent meetings and workshops.

Provide funding for conferences that will equip parents on how to stay involved and impact their child's education.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0059X	Classroom PARAS Hrly		\$1,000.00	\$1,327.90	0059-30100-00-2151-1110-5770-01000-4262	Title I Basic Program			Support closing the achievement gap and increase parent engagement by providing childcare and translation for parent meetings.
N0059A4	Supplies		\$2,142.00	\$2,142.00	0059-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Support closing the achievement gap and increase parent engagement with translation to multiple languages.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following:

Resource Teachers to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RTs to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

*Major Differences

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

Although resource teachers supported classroom teachers with tier 1 instruction, we did not put enough emphasis on all struggling students and we did not effectively plan tier 2 interventions within the classroom. While we had access to ELD curriculum, it was not used on a consistent basis throughout the school.

Teachers were released or paid for PLCs but it was inconsistent and it could have been more structured and purposeful.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Resource teachers and vice principal will lead PLCs every 5 - 6 weeks following an aligned structure of analyzing student data, planning for tier 1 and tier 2 supports and involve professional development. In addition, the RTs and VP will support teachers in classroom to provide side-by-side learning and problem solving of how to best meet the needs of every student within each classroom.

Due to school closures, we will adjust as needed between professional development and coaching of our teachers and supporting small group instruction for students who are struggling with staying engaged with online learning.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the FAST	40.54%	50.54%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the FAST	55.13%	65.13%	Grade 5 ELA Reading	Trimester

***Identified Need**

The 2016-2017 3rd grade students met or exceeded grade level standards was at 27% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 20% (ELA). This is a 7% decrease in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development. The school's overall data for the 2017 school year indicated 24% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated 24% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was no change in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.

***Online Learning Implications**

We had goals for the 2019/20 school year, but due to school closures we don't have the data to show outcomes so our goals will continue to the 2020/21 school year with the following understandings:

- The work of resource teachers, counselor and vice-principal support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. They all ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to

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ensure success in student attendance, behavior, and graduation.

- We will need to determine assessments, which will give us the data we need to ensure growth and progress towards grade level standards.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST	18.33%	28.33%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST	4.76%	14.76%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST	60%	70%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST	16.67%	26.67%	Grade 5 ELA Reading	Trimester
June 2021	3-5	Black or African American	Increase the percentage of students reading at or above grade level as measured by the FAST	Baseline Year	28.33%	% of "At Risk"	Trimester

Resource Teacher

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically students in 3rd and 5th grade.

***Strategy/Activity - Description**

Resource Teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. They will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RTs will continue to collaborate with administration and other support staff in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F00592W	In School Resource Teacher supports instruction for all students as well as small group interventions.
	Inschool Resource Tchr				0059-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics Ref Id : F005931	In School Resource Teacher supports instruction for all students as well as small group interventions.
	Inschool Resource Tchr				0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F00592Z	In School Resource Teacher supports instruction for all students as well as small group interventions.
	Inschool Resource Tchr				0059-09800-00-1109-1000-4760-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics Ref Id : F005932	In School Resource Teacher supports instruction for all students as well as small group interventions.

Instructional Supplies

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically students in 3rd and 5th grade.

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0059-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0059D3	Instructional supplies to support Tier 1, 2, and 3 instruction.
	Supplies				0059-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 4- Supporting English Learners Ref Id : N0059B7	Instructional supplies to support Tier 1, 2, and 3 instruction.

Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically students in 3rd and 5th grade.

***Strategy/Activity - Description**

Visiting teachers and teacher hourly pay are essential for classroom teacher to participate in professional development with support staff to work on lesson design, lesson studies, and analyzing data. In addition, all classroom teachers and Education Specialists will have opportunities to participate in PLCs with resource teacher as a coach.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0059-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N005950	Support co-planning and data driven instruction.
	Prof&Curriclm Dev Vist Tchr				0059-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0059S	Support co-planning and data driven instruction.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Central Elementary to meet or exceed the SPSA goals:

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside Vice-Principal, Resource Teachers and Grade Level Lead Teachers to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the quality of student learning by focusing on the opportunities students have to engage, share their thinking and show what they know.
- All staff knows students' learning needs and can recognize if instruction is affecting learning.

Monitoring Student Learning and Providing Support

- The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support within the general education classroom.
- Implement five to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons that include differentiation and targeted interventions based on student needs.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator will work alongside Vice-Principal, Resource Teachers and Grade Level Lead Teachers to focus on creating a collaborative risk-taking environment for teachers and students. Leadership team will align systems and structures cultivating teacher leadership, and to create a school culture in which teachers feel safe in making their practice public and are accustomed to receiving feedback and professional learning in order to strengthen their practice. This will be evidenced by:

- **Progression of Learning**
 - Use student assessment to make decisions about tier 1 and tier 2 instruction.
 - PLC/Lesson Study/PD (Making decisions about what, who, why) .

- Monitor/analyze and respond to student needs
- Develop a system for monitoring.

Professional Development Structures:

- PLCs Scheduled every 5 - 6 weeks through the year
 - PLC Process
 - Bring agreed upon data
 - What is the data telling us students can do? What is it telling us they need? Who needs Tier 2 interventions?
 - Plan next steps
 - Learn together (Targeted Professional Development)

Guiding Questions

- What will we do if they do learn it?
- What will we do if they do not learn it?
- How will we know when they have learned it?
- What do we want students to learn?

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Staff Leadership is encouraged and supported in order to keep the focus on instruction.

Parents/ Community

- Cultivate positive relationships with parents and community with the understanding that students will be more successful when everyone works together towards a common goal.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide opportunities to develop parent leadership and voice.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A**BUDGET SUMMARY**

Central Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 252,721.41

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 495,929.58

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 112,100.96
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$ 112,100.96

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$126,973.36
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 126,973.36

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$495,929.58

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Central Elementary	09800 LCFF Intervention Support	Elem Prep Teacher/Pe	1118	Prep Time Teacher Allocation		\$ -		
		Elem Prep Teacher/Pe	3000			\$ -		
		Inschool Resource Tchr	1109	Pull/Out Push In	0.5500	\$ 52,297.85		
		Inschool Resource Tchr	3000			\$ 26,714.51		
		School Psychologist	1220	Psychologist		\$ -		
		School Psychologist	3000			\$ -		
			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 10,000.00		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 20,000.00		
			2281	Other Support Prsnl PARAS Hrly		\$ -		
			2451	Clerical OTBS Hrly		\$ -		
			3000			\$ 6,687.00		
			4301	Supplies		\$ 6,264.00		
			5733	Interprogram Svcs/Paper		\$ 5,010.00		
		09800 LCFF Intervention Support Total					0.5500	\$ 126,973.36
		30100 Title I Basic Program		Inschool Resource Tchr	1109	Pull/Out Push In	0.8500	\$ 80,823.95
				Inschool Resource Tchr	3000			\$ 40,853.14
				Regular Teacher	1107	Classroom Teacher	1.0000	\$ 89,006.00
				Regular Teacher	3000			\$ 38,913.42
				School Psychologist	1220	Psychologist		\$ -
				School Psychologist	3000			\$ -
			1162	Short Term Leave Visiting Tchr		\$ -		
			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ -		
			1192	Prof&Curriclm Dev Vist Tchr		\$ -		
			2151	Classroom PARAS Hrly		\$ 1,000.00		
			3000			\$ 327.90		
			4301	Supplies		\$ 1,797.00		
30100 Title I Basic Program Total					1.8500	\$ 252,721.41		
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ -		
			2451	Clerical OTBS Hrly		\$ 1,500.00		
			3000			\$ 491.85		
			4301	Supplies		\$ 2,142.00		
			4304	Inservice supplies		\$ -		
			5207	Travel Conference		\$ -		
30103 Title I Parent Involvement Total						\$ 4,133.85		
30106 Title I Supplmnt Prog Imprvmnt		Elem Prep Teacher/Pe	1118	Prep Time Teacher Allocation	0.1000	\$ 8,704.60		
		Elem Prep Teacher/Pe	3000			\$ 3,846.55		
		Vice Principal	1309	Vice-Principal	0.1700	\$ 19,319.82		
		Vice Principal	3000			\$ 7,657.99		
			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 10,000.00		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 30,000.00		
			3000			\$ 8,916.00		
			4301	Supplies		\$ 23,656.00		
			5853	Contracted Svcs Less Than \$25K		\$ -		
30106 Title I Supplmnt Prog Imprvmnt Total					0.2700	\$ 112,100.96		
Grand Total					2.6700	\$ 495,929.58		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



Central Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Central Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. School Site Council members review, give input, and approve the Title I Parent & Family Engagement Policy.

The policy is distributed to parents of Title I students in October in English, Spanish and Vietnamese. Copies of the policy are available upon request.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution
- The annual Title I parent meeting will be held in the fall (October)
- A copy of the Parent and Family Engagement Policy is distributed to families in October in English, Spanish and Vietnamese.
- Copies are always available upon request.
- The policy is updated annually with approval from School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Central offers a flexible number of parent classes and/or meetings and may provide, with funds provided under this part, translation, child care, and refreshments for these meetings.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- The annual Title I meeting is held in the month of October. It is presented in English, Spanish and Vietnamese.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Monthly Parent Meetings
- Individual classroom activities as planned by individual classes/teachers
- Winter Parent/Teacher Conferences in November
- Spring Parent/Teacher Conferences in March
- Spring Open House in May
- Parents have access to teachers each school day via office hours.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- School Site Council meetings
- English Learner Advisory Council meetings
- Parent Meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- Annual Title I meeting
- Information sent home in English, Spanish and Vietnamese.
- Bilingual staff available to assist and answer questions
- Quarterly Standards Based Report Card Report in English, Spanish and Vietnamese.
- All meetings and assemblies conducted in both English and Spanish
- Teacher communication with parents

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Parent Meetings
- Parent Conferences
- Parent Classes focused on these topics (e.g. yearly review of ELPAC and SBAC)

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- School Site Council meetings
- English Learner Advisory Committee meetings
- Monthly Parent Meetings

This policy was adopted by Central Elementary on October 2, 2020 and will be in effect for the period of school year 2020-21.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: November, 2020.

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

CENTRAL ELEMENTARY SCHOOL TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Central Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Winter Parent/Teacher Conferences, November**
- **Spring Parent/Teacher Conferences, March**
- **Quarterly Standards Based Report Card Report**
- **Parent Notification of child's ELPAC score**
- **Learning Contract conferences (on-going)**
- **Parents have access to teachers via Class Dojo.**
- **Daily communication between teachers and parents available through teacher office hours**
- **Monthly Parent Meetings**
- **Individual classroom activities as planned by individual classes/teachers**

- **SST/IEP meetings**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- **Parent Teacher Conferences**
- **Quarterly Standards Based Report Card Report**
- **Parent Notification of child's ELPAC score**
- **Learning Contract conferences (on-going)**
- **Monthly Parent Meetings**
- **SST/IEP meetings**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Learning Contract conferences (on-going)**
- **Monthly Parent Meetings**
- **School Site Council Meetings**
- **SST/IEP meetings**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **Professional Development and/or staff meetings on Social Emotional Health**
- **School Site Council Meetings**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **School Site Council**
- **ELAC**
- **Monthly Parent Meetings**
- **SST/IEP meetings**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **Class Dojo and phone calls in both English and Spanish**
- **Marquee displaying upcoming events**
- **Monthly Parent Meetings**
- **SST/IEP meetings**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Parent Survey**

- **Title One meeting**
- **School Site Council**
- **ELAC**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **Flyers, phone calls in both English and Spanish**
- **Bilingual staff (Vietnamese & Spanish)**
- **Quarterly Standards Based Report Card Report in both English and Spanish**
- **All meetings conducted in multiple languages, as necessary**
- **ELAC**

This Compact was adopted by Central Elementary on March 7, 2019 and will be in effect for the period of 2019-2020 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: November 2019

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

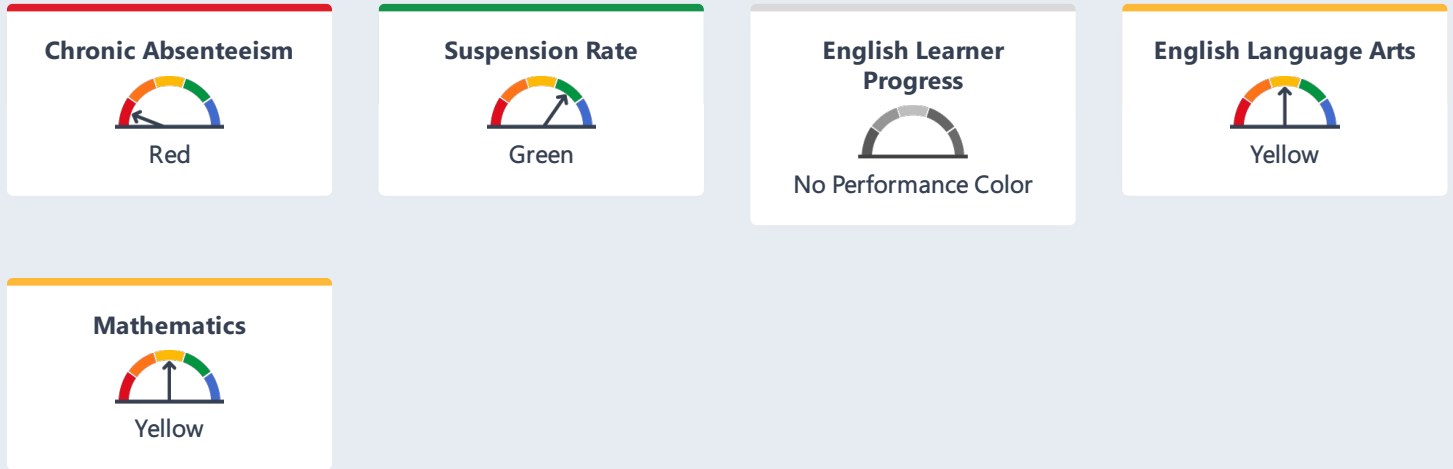
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Central Elementary

Explore the performance of Central Elementary under California's Accountability System.



School Details

NAME Central Elementary	ADDRESS 4063 Polk Avenue San Diego, CA 92105-1436	WEBSITE http://www.sandi.net/ce...	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

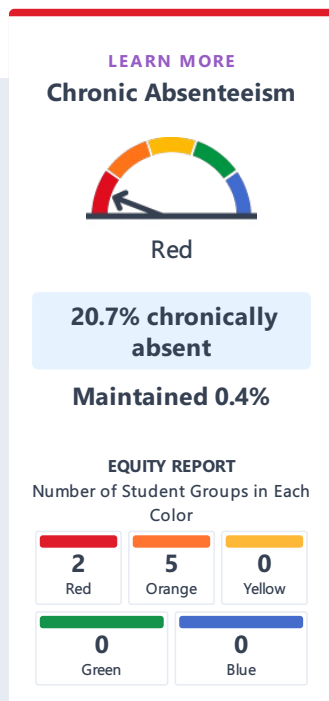
View Student Assessment Results and other aspects of school performance.



CENTRAL ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

0.8% suspended at least once

Maintained 0.1%

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	1 Orange	0 Yellow
2 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

46 points below standard

Increased 13 Points ▲

Number of Students: 277

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Filipino

Foster Youth

Homeless

White

African American



No Performance Color

69 points below standard

Increased 27.8 Points ▲

Number of Students: 23

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

61.3 points below standard

Increased 15.5 Points ▲

Number of Students: 29

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



Orange

89.9 points below standard

Increased 19 Points ▲

Number of Students: 65

Asian



Yellow

31.4 points below standard

Increased 6.6 Points ▲

Number of Students: 33

English Learners



Yellow

45.6 points below standard

Increased 11.9 Points ▲

Number of Students: 222

Hispanic



Yellow

45.9 points below standard

Increased 13.2 Points ▲

Number of Students: 215

Socioeconomically Disadvantaged



Yellow

46.3 points below standard

Increased 13.7 Points ▲

Number of Students: 275

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 71.3 points below standard

59 points below standard

46 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
77.5 points below standard	16.9 points above standard	59.1 points below standard
Increased 17.2 Points ▲	Increased 7.9 Points ▲	Increased 14.8 Points ▲
Number of Students: 147	Number of Students: 75	Number of Students: 42

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

55.1 points below standard

Increased 17.4 Points ▲

Number of Students: 275

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

Asian



Blue

No Students



No Performance Color

African American

Filipino

Foster Youth

**African American**

No Performance Color

64.8 points below standard

Increased 26.3 Points ▲

Number of Students: 23

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

68.5 points below standard

Maintained -0.6 Points

Number of Students: 29

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities

Orange

97.7 points below standard

Increased 11.9 Points ▲

Number of Students: 65

English Learners

Yellow

54.7 points below standard

Increased 17.5 Points ▲

Number of Students: 221

Hispanic

Yellow

59.9 points below standard

Increased 17.1 Points ▲

Number of Students: 214

Socioeconomically Disadvantaged

Yellow

55.1 points below standard

Increased 18.2 Points ▲

Number of Students: 273

Asian

Green

17.3 points below standard

Increased 22.1 Points ▲

Number of Students: 32

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	84.6 points below standard	72.5 points below standard	55.1 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
82.3 points below standard	1 points below standard	68 points below standard
Increased 14.8 Points ▲	Increased 26.3 Points ▲	Increased 14.7 Points ▲
Number of Students: 146	Number of Students: 75	Number of Students: 41

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

41.3% making progress towards English language proficiency

Number of EL Students: 298

Performance Level

Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	20.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	37.9%
ELs who Maintained ELPI Level 4	0.3%
ELs Who Progressed at Least One ELPI Level	40.9%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Red

20.7% chronically absent

Maintained 0.4%

Number of Students: 672

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

African American

Socioeconomically Disadvantaged



Orange

Asian

Students with Disabilities

English Learners

Hispanic

Homeless



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

25% chronically absent

No Data

Number of Students: 12

White



No Performance Color

31.3% chronically absent

Increased 24.1% ▲

Number of Students: 16

African American



Red

25% chronically absent

Increased 2.2% ▲

Number of Students: 52

Socioeconomically Disadvantaged



Red

21.1% chronically absent

Increased 0.5% ▲

Number of Students: 660

Asian



Orange

7.8% chronically absent

Increased 5.7% ▲

Number of Students: 90

Students with Disabilities



Orange

26.7% chronically absent

Declined 4.7% ▼

Number of Students: 131

English Learners



Orange

18.5% chronically absent

Maintained -0.4%

Number of Students: 509

Hispanic



Orange

22.2% chronically absent

Declined 1.2% ▼

Number of Students: 495

Homeless



Orange

23.9% chronically absent

Declined 5% ▼

Number of Students: 71

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

0.8% suspended at least once

Maintained 0.1%

Number of Students: 838

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

African American
Students with Disabilities



Orange

Homeless



Yellow

No Students



Green

English Learners
Socioeconomically Disadvantaged



Blue

Asian
Hispanic



No Performance Color

American Indian
Filipino
Foster Youth
Two or More Races
Pacific Islander
White



American Indian

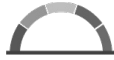


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 15

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

African American



Red

6.2% suspended at least once

Increased 4.7% ▲

Number of Students: 65

Students with Disabilities



Red

3.2% suspended at least once

Increased 2.1% ▲

Number of Students: 155

Homeless



Orange

4.5% suspended at least once

Increased 3.6% ▲

Number of Students: 88

English Learners



Green

0.7% suspended at least once

Maintained 0.1%

Number of Students: 609

Socioeconomically Disadvantaged



Green

0.7% suspended at least once

Maintained 0%

Number of Students: 820

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 112

Hispanic



Blue

0.5% suspended at least once

Declined 0.4% ▼

Number of Students: 618



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Central
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	349	24.9	359	24.8	320	22.2	299	23.7	269	27.1	2.2	3.4	373	13.9	359	16.7	327	12.8	302	15.6	266	23.7	9.8	8.1
Female	177	28.2	168	25.6	148	24.3	138	27.5	115	35.7	7.5	8.2	190	14.7	168	14.3	154	13.0	139	12.9	114	23.7	9.0	10.8
Male	172	21.5	191	24.1	172	20.3	161	20.5	154	20.8	-0.7	0.3	183	13.1	191	18.8	173	12.7	163	17.8	152	23.7	10.6	5.9
African American	13	23.1	19	31.6	15	13.3	21	9.5	20	30.0	6.9	20.5	14	14.3	19	21.1	15	0.0	21	9.5	20	20.0	5.7	10.5
Asian**	5	-	3	-	5	-	5	-	34	32.4	-	-	6	-	3	-	5	-	5	-	33	42.4	-	-
Filipino	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Hispanic	272	20.2	276	20.7	247	19.8	228	23.2	210	26.7	6.5	3.5	292	8.6	276	13.0	251	9.6	231	13.0	208	21.2	12.6	8.2
Indochinese**	50	40.0	50	42.0	44	36.4	37	43.2	-	-	-	-	52	32.7	50	30.0	47	31.9	37	37.8	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
White	2	-	4	-	2	-	1	-	3	-	-	-	2	-	4	-	2	-	1	-	3	-	-	-
Multiracial	6	-	6	-	6	-	5	-	1	-	-	-	6	-	6	-	6	-	5	-	1	-	-	-
English Learner	210	10.0	208	8.2	161	6.2	163	6.1	142	9.2	-0.8	3.1	228	2.2	208	5.3	168	2.4	166	7.8	141	9.9	7.7	2.1
English-Speaking	139	47.5	151	47.7	159	38.4	136	44.9	127	47.2	-0.3	2.3	145	32.4	151	32.5	159	23.9	136	25.0	125	39.2	6.8	14.2
Reclassified†	99	52.5	100	53.0	111	40.5	87	60.9	77	58.4	5.9	-2.5	104	32.7	100	33.0	111	25.2	87	32.2	76	50.0	17.3	17.8
Initially Eng. Speaking	40	35.0	51	37.3	48	33.3	49	16.3	50	30.0	-5.0	13.7	41	31.7	51	31.4	48	20.8	49	12.2	49	22.4	-9.3	10.2
Econ. Disadv.*	349	24.9	352	25.0	310	21.0	286	23.8	262	26.7	1.8	2.9	373	13.9	352	16.5	317	12.0	287	15.3	259	23.2	9.3	7.9
Non-Econ. Disadv.	0	-	7	-	10	60.0	13	23.1	7	-	-	-	0	-	7	-	10	40.0	15	20.0	7	-	-	-
Gifted	83	50.6	69	60.9	54	42.6	34	50.0	26	42.3	-8.3	-7.7	83	34.9	69	49.3	54	37.0	34	32.4	25	48.0	13.1	15.6
Not Gifted	266	16.9	290	16.2	266	18.0	265	20.4	243	25.5	8.6	5.1	290	7.9	290	9.0	273	8.1	268	13.4	241	21.2	13.3	7.8
With Disabilities	58	1.7	59	1.7	0	-	56	3.6	48	6.3	4.6	2.7	66	0.0	59	1.7	0	-	56	1.8	46	2.2	2.2	0.4
WO Disabilities	291	29.6	300	29.3	267	26.6	243	28.4	221	31.7	2.1	3.3	307	16.9	300	19.7	274	15.3	246	18.7	220	28.2	11.3	9.5
Homeless	32	15.6	25	28.0	26	23.1	26	23.1	26	15.4	-0.2	-7.7	36	16.7	25	16.0	28	10.7	26	15.4	26	19.2	2.5	3.8
Foster	2	-	0	-	0	-	1	-	1	-	-	-	3	-	4	-	0	-	1	-	1	-	-	-
Military	1	-	1	-	0	-	1	-	2	-	-	-	1	-	1	-	0	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Central
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	127	21.3	104	23.1	103	27.2	88	21.6	90	26.7	5.4	5.1	127	12.6	104	20.2	105	18.1	89	21.3	90	28.9	16.3	7.6
Female	67	23.9	44	20.5	47	34.0	44	25.0	34	35.3	11.4	10.3	68	14.7	44	13.6	48	16.7	44	18.2	34	32.4	17.7	14.2
Male	60	18.3	60	25.0	56	21.4	44	18.2	56	21.4	3.1	3.2	59	10.2	60	25.0	57	19.3	45	24.4	56	26.8	16.6	2.4
African American	2	-	9	-	6	-	4	-	9	-	-	-	2	-	9	-	6	-	4	-	9	-	-	-
Asian**	1	-	1	-	2	-	1	-	9	-	-	-	1	-	1	-	2	-	1	-	9	-	-	-
Filipino	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Hispanic	98	17.3	78	19.2	81	25.9	73	23.3	69	26.1	8.8	2.8	98	7.1	78	17.9	81	16.0	74	18.9	69	27.5	20.4	8.6
Indochinese**	20	25.0	13	38.5	12	50.0	7	-	-	-	-	-	20	20.0	13	38.5	14	35.7	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	1	-	2	-	-	-	1	-	1	-	2	-	1	-	2	-	-	-
Multiracial	4	-	2	-	0	-	1	-	0	-	-	-	4	-	2	-	0	-	1	-	0	-	-	-
English Learner	98	13.3	75	14.7	64	10.9	55	10.9	42	7.1	-6.2	-3.8	99	3.0	75	12.0	66	6.1	56	19.6	42	11.9	8.9	-7.7
English-Speaking	29	48.3	29	44.8	39	53.8	33	39.4	48	43.8	-4.5	4.4	28	46.4	29	41.4	39	38.5	33	24.2	48	43.8	-2.6	19.6
Reclassified†	9	-	8	-	22	72.7	17	58.8	29	55.2	-	-3.6	9	-	8	-	22	50.0	17	41.2	29	55.2	-	14.0
Initially Eng. Speaking	20	25.0	21	33.3	17	29.4	16	18.8	19	26.3	1.3	7.5	19	36.8	21	23.8	17	23.5	16	6.3	19	26.3	-10.5	20.0
Econ. Disadv.*	127	21.3	102	22.5	97	24.7	83	22.9	90	26.7	5.4	3.8	127	12.6	102	19.6	99	17.2	83	22.9	90	28.9	16.3	6.0
Non-Econ. Disadv.	0	-	2	-	6	-	5	-	7	-	-	-	0	-	2	-	6	-	6	-	7	-	-	-
Gifted	22	50.0	16	62.5	19	36.8	2	-	7	-	-	-	22	31.8	16	62.5	19	42.1	2	-	7	-	-	-
Not Gifted	105	15.2	88	15.9	84	25.0	86	20.9	83	25.3	10.1	4.4	105	8.6	88	12.5	86	12.8	87	20.7	83	26.5	17.9	5.8
With Disabilities	19	5.3	59	1.7	0	-	18	0.0	9	-	-	-	19	0.0	8	-	0	-	18	5.6	9	-	-	-
WO Disabilities	108	24.1	96	25.0	79	35.4	70	27.1	81	29.6	5.5	2.5	108	14.8	96	21.9	81	23.5	71	25.4	81	32.1	17.3	6.7
Homeless	13	7.7	5	-	5	-	13	7.7	11	27.3	19.6	19.6	13	7.7	5	-	28	10.7	13	7.7	11	27.3	19.6	19.6
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Central
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	106	21.7	119	21.8	101	22.8	103	20.4	79	27.8	6.1	7.4	131	11.5	119	16.0	104	13.5	105	12.4	78	17.9	6.4	5.5
Female	56	26.8	60	23.3	45	22.2	46	23.9	37	35.1	8.3	11.2	67	13.4	60	18.3	49	14.3	47	8.5	36	16.7	3.3	8.2
Male	50	16.0	59	20.3	56	23.2	57	17.5	42	21.4	5.4	3.9	64	9.4	59	13.6	55	12.7	58	15.5	42	19.0	9.6	3.5
African American	6	-	2	-	7	-	9	-	4	-	-	-	7	-	2	-	7	-	9	-	4	-	-	-
Asian**	0	-	1	-	2	-	2	-	9	-	-	-	1	-	1	-	2	-	2	-	9	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	84	16.7	91	15.4	77	19.5	75	17.3	66	31.8	15.1	14.5	105	6.7	91	8.8	79	8.9	77	9.1	65	18.5	11.8	9.4
Indochinese**	15	46.7	20	35.0	12	50.0	15	46.7	-	-	-	-	17	35.3	20	30.0	13	46.2	15	33.3	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Multiracial	0	-	3	-	3	-	1	-	0	-	-	-	0	-	3	-	3	-	1	-	0	-	-	-
English Learner	64	9.4	84	7.1	54	5.6	59	1.7	46	19.6	10.2	17.9	82	1.2	84	2.4	57	0.0	61	1.6	46	13.0	11.8	11.4
English-Speaking	42	40.5	35	57.1	47	42.6	44	45.5	33	39.4	-1.1	-6.1	49	28.6	35	48.6	47	29.8	44	27.3	32	25.0	-3.6	-2.3
Reclassified†	29	37.9	20	65.0	30	53.3	27	63.0	20	40.0	2.1	-23.0	34	29.4	20	50.0	30	36.7	27	40.7	20	30.0	0.6	-10.7
Initially Eng. Speaking	13	46.2	15	46.7	17	23.5	17	17.6	13	38.5	-7.7	20.9	15	26.7	15	46.7	17	17.6	17	5.9	12	16.7	-10.0	10.8
Econ. Disadv.*	106	21.7	115	22.6	99	22.2	97	19.6	77	28.6	6.9	9.0	131	11.5	115	15.7	102	12.7	98	11.2	76	18.4	6.9	7.2
Non-Econ. Disadv.	0	-	7	-	2	-	6	-	2	-	-	-	0	-	4	-	2	-	7	-	2	-	-	-
Gifted	23	34.8	20	50.0	15	53.3	17	41.2	2	-	-	-	24	25.0	20	40.0	14	42.9	17	41.2	2	-	-	-
Not Gifted	83	18.1	99	16.2	86	17.4	86	16.3	77	27.3	9.2	11.0	107	8.4	99	11.1	90	8.9	88	6.8	76	17.1	8.7	10.3
With Disabilities	21	0.0	59	1.7	0	-	27	0.0	12	8.3	8.3	8.3	29	0.0	20	0.0	0	-	27	0.0	12	0.0	0.0	0.0
WO Disabilities	85	27.1	99	26.3	92	25.0	76	27.6	67	31.3	4.2	3.7	102	14.7	99	19.2	95	14.7	78	16.7	66	21.2	6.5	4.5
Homeless	9	-	10	10.0	9	-	4	-	10	0.0	-	-	12	33.3	10	0.0	10	20.0	4	-	10	20.0	-13.3	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-

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 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Central
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	116	31.9	136	28.7	116	17.2	108	28.7	100	27.0	-4.9	-1.7	115	18.3	136	14.7	118	7.6	108	13.9	98	23.5	5.2	9.6
Female	54	35.2	64	31.3	56	17.9	48	33.3	44	36.4	1.2	3.1	55	16.4	64	10.9	57	8.8	48	12.5	44	22.7	6.3	10.2
Male	62	29.0	72	26.4	60	16.7	60	25.0	56	19.6	-9.4	-5.4	60	20.0	72	18.1	61	6.6	60	15.0	54	24.1	4.1	9.1
African American	5	-	8	-	2	-	8	-	7	-	-	-	5	-	8	-	2	-	8	-	7	-	-	-
Asian**	4	-	1	-	1	-	2	-	16	50.0	-	-	4	-	1	-	1	-	2	-	15	60.0	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	90	26.7	107	26.2	89	14.6	80	28.7	75	22.7	-4.0	-6.0	89	12.4	107	13.1	91	4.4	80	11.3	74	17.6	5.2	6.3
Indochinese**	15	53.3	17	52.9	20	20.0	15	46.7	-	-	-	-	15	46.7	17	23.5	20	20.0	15	33.3	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	0	-	2	-	0	-	0	-	1	-	-	-	0	-	2	-	0	-	0	-	1	-	-	-
Multiracial	2	-	1	-	3	-	3	-	1	-	-	-	2	-	1	-	3	-	3	-	1	-	-	-
English Learner	48	4.2	49	0.0	43	0.0	49	6.1	54	1.9	-2.3	-4.2	47	2.1	49	0.0	45	0.0	49	2.0	53	5.7	3.6	3.7
English-Speaking	68	51.5	87	44.8	73	27.4	59	47.5	46	56.5	5.0	9.0	68	29.4	87	23.0	73	12.3	59	23.7	45	44.4	15.0	20.7
Reclassified†	61	52.5	72	47.2	59	22.0	43	60.5	28	75.0	22.5	14.5	61	29.5	72	22.2	59	10.2	43	23.3	27	59.3	29.8	36.0
Initially Eng. Speaking	7	-	15	33.3	14	50.0	16	12.5	18	27.8	-	15.3	7	-	15	26.7	14	21.4	16	25.0	18	22.2	-	-2.8
Econ. Disadv.*	116	31.9	135	28.9	114	16.7	106	28.3	95	25.3	-6.6	-3.0	115	18.3	135	14.8	116	6.9	106	13.2	93	21.5	3.2	8.3
Non-Econ. Disadv.	0	-	7	-	2	-	2	-	5	-	-	-	0	-	1	-	2	-	2	-	5	-	-	-
Gifted	38	60.5	33	66.7	20	40.0	15	60.0	17	41.2	-19.3	-18.8	37	43.2	33	48.5	21	28.6	15	20.0	16	43.8	0.6	23.8
Not Gifted	78	17.9	103	16.5	96	12.5	93	23.7	83	24.1	6.2	0.4	78	6.4	103	3.9	97	3.1	93	12.9	82	19.5	13.1	6.6
With Disabilities	18	0.0	31	3.2	0	-	11	18.2	27	7.4	7.4	-10.8	18	0.0	31	3.2	0	-	11	0.0	25	4.0	4.0	4.0
WO Disabilities	98	37.8	105	36.2	96	20.8	97	29.9	73	34.2	-3.6	4.3	97	21.6	105	18.1	98	9.2	97	15.5	73	30.1	8.5	14.6
Homeless	10	0.0	10	50.0	12	25.0	9	-	5	-	-	-	11	9.1	10	20.0	13	7.7	9	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

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** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CENTRAL ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Psychologist will work to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress. In addition, she will work collaboratively with students, parents, principal, counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rate. She will also be an active members of the PBIS team as well as other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Psychologist - Barajas-Aguirre, Georgina	0.10000	\$14,999.73	09800-1220	Safe, supportive, and collaborative school culture which will support efforts to decrease chronic absenteeism.	Small group meetings, one-on-one meetings with parents and consultation with staff.	Finding time to meet on a consistent basis.	This .1 addition to the position will not be funded for the 2020/21 school year.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Teachers work together after school and/or during school breaks to participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

as they work side-by-side with parents. This will support the efforts to close the achievement gap.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTchr		\$8,541.40	09800-1170	Safe, supportive, and collaborative school culture and decrease chronic absenteeism.	Teachers meeting together and with support staff in order to best meet the needs of students: absenteeism, communicating with their families, and planning.	Availability of support staff.	Need to develop a structure for teachers to meet together regardless of availability of support staff.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Resource Teachers and Vice Principal will support student progress in ELA by Leading Professional Development school wide, within PLCs and side-by-side with teachers. Together, they will focus on studying and gaining an in-depth understanding of grade level standards and expectations in order to strengthen tier one instruction throughout the school year for all classroom teacher as well as education specialists. They will meet with grade level teams every 5-6 week to monitor student progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salgado, Kathryn	0.50000	\$69,811.68	09800-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation by Leading Professional Development school wide.	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

***Proposed Expenditures for this Strategy/Activity**

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$13,422.20	09800-1192	Support closing the achievement gap. Time for teachers to plan, participate in professional development and PLCs.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

District and site resource teachers as well as our Vice-Principal will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. Collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students by creating meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salgado, Kathryn	--	--	09800-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation by supporting classroom teachers with tier 1 instruction and specific instructional practices.	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Additional opportunities for students to participate in re-teaching and differentiated instruction.

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$915.29	09800-4301	Materials for common tasks and common assessments that students will be participating in.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr - Zucker, Gayle	0.20000	\$28,326.70	09800-1109	Support closing the achievement gap in ELA and Math; English Learners: Graduation through planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.	Learning cycles, PLC support, one-on-one coaching, professional development.	None at this time
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Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Visiting teachers and teacher hourly are essential for classroom teachers to have opportunities to participate in professional development with support staff to work on the lesson design, lesson studies, cross classroom visits. Teachers also need time to analyze data and plan instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) &	What is not working	Modification based on
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Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					why?	(ineffective) & why?	evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap and professional development.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Support closing the achievement gap and professional development.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Materials in order for students to participate in re-teaching and differentiated instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Materials for common tasks and common	Purchasing instructional materials in order		None at this time.

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				assessments that students will be participating in.	to meet the specific needs of students (supplemental books, resources, core materials, etc.)		
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Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will participate in ongoing professional development and workshops in order to provide opportunities that meet the specific needs of students with disabilities in the areas of ELA and Math. Education Specialists will be included in all learning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap/professional development.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Support closing the achievement gap/professional development.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

time, help close the achievement gap, and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support Closing the achievement gap.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Resource Teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. They will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RTs will continue to collaborate with administration and other support staff in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Zucker, Gayle	--	--	09800-1109	Support closing the achievement gap and increase graduation/promotion goals.	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Visiting teachers and teacher hourly pay are essential for classroom teacher to participate in professional development with support staff to work on lesson design, lesson studies, and analyzing data. In addition, all classroom teachers and Education Specialists will have opportunities to participate in PLCs with resource teacher as a coach.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Central Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap and increase graduation/promotion goals.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Support closing the achievement gap and increase graduation/promotion goals.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CENTRAL ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100, 30103, 30106, 31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, Parent connection, school/home communication).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Clerical OTBS Hrly		\$1,307.90	30103-2451	Decrease chronic absenteeism rate (SARB, parent connection, school/home communication).	Personal phone calls, home visits, individualized attendance supports plans, and reviewing of data.	Need to focus on improving student motivation along with supporting parents.	Continuing to work on improving communication with parents and motivation of students.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

The School Psychologist will work to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress. In addition, she will work collaboratively with students, parents, principal, counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rate. She will also be an active member of the PBIS team as well as other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Psychologist - Barajas-Aguirre, Georgina	0.10000	\$14,999.73	30100-1220	School Psych will work with students to support social emotional health to decrease chronic absenteeism as well as suspension rates.	Small group meetings, one-on-one meetings with parents and consultation with staff.	Finding time to meet on a consistent basis.	This .1 addition to the position will not be funded for the 2020/21 school year.

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism rate and family engagement as they work side-by-side with parents. This will support the efforts to close the achievement gap.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClsrmTchr		\$6,101.00	30106-1170	Safe, supportive, and collaborative school culture and decreasing chronic absenteeism and family engagement. On an hourly basis, certificated staff will participate in professional development with support staff such as the district counselor, office staff, administration, and community partners to improve attendance by reducing the chronic absenteeism	Teachers meeting together and with support staff in order to best meet the needs of students: absenteeism, communicating with their families, and planning.	Availability of support staff.	Need to develop a structure for teachers to meet together regardless of availability of support staff.
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teachers and Vice Principal will support student progress in ELA by Leading Professional Development school wide, within PLCs and side-by-side with teachers. Together, they will focus on studying and gaining an in-depth understanding of grade level standards and expectations in order to strengthen tier one instruction throughout the school year for all classroom teacher as well as education specialists. They will meet with grade level teams every 5-6 week to monitor student progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Zucker, Gayle	0.45000	\$63,735.13	30100-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation by Leading Professional Development school wide.	Learning cycles, PLC support, professional development.		None at this time
Vice Principal - NEW POSN, SBB2511914	0.17000	\$29,271.33	30106-1309	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation by Leading Professional Development school wide.	Learning cycles, PLC support, professional development.		None at this time

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

An over-formula teacher at upper grades (which can have up to 35 students) in order to reduce class size to 30 or less per class. This will allow the teachers to be more focused on the students within their class and facilitate their ability to work closer with students in small group or individually as needed. This also helps build relationships with students.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Regular Teacher - Champine, Hayley	1.00000	\$122,996.83	30100-1107	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation.	Ability for upper grade teachers to better know their students and what they need by lowering class sizes.		None at this time.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$21,963.60	30106-1192	Support closing the achievement gap. Time for	PLCs every 6 weeks, PD, coaching cycles, developing		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				teachers to plan, participate in professional development and PLCs	common assessments, evaluation and planning next steps.		
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Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$13,975.25	30100-4301	Support closing the achievement gap with instructional supplies.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

District and site resource teachers as well as our Vice-Principal will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. Collaboration and support will impact teacher effectiveness in providing more differentiated instruction and

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

supports for students by creating meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Vice Principal - NEW POSN, SBB2511914	--	--	30106-1309	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation supporting classroom teachers with tier 1 instruction and specific instructional practices.	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time
Inschool Resource Tchr - Zucker, Gayle	--	--	30100-1109	Support closing the achievement gap in ELA and Math; English Learners, Students with Disabilities, Graduation by supporting classroom teachers with tier	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				1 instruction and specific instructional practices.			
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Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

Time for teachers to plan, participate in professional development and PLCs with support staff by utilizing visiting teachers and teacher hourly is essential.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$20,743.40	30100-1192	Release time to analyze data, develop lessons, follow up assessments with additional emphasis on closing the equity gap in math.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClstrmTchr		\$18,303.00	30106-1170	Release time to analyze data, develop lessons, and follow up assessments with additional	Teachers planning together, developing common assessments, evaluation,		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				emphasis on closing the equity gap in math.	planning, and professional development.		
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Additional opportunities for students to participate in re-teaching and differentiated instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$50,162.00	30106-4301	Materials for common tasks and common assessments that students will be participating in.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will support classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Salgado, Kathryn	0.20000	\$27,924.66	30100-1109	Support closing the achievement gap in ELA and Math; English Learners: Graduation through planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Professional development will be provided whole school, within PLCs, coaching cycles and one on one in both ELA and Math.	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Visiting teachers and teacher hourly are essential for classroom teachers to have opportunities to participate in professional development with support staff to work on the lesson design, lesson studies, cross classroom visits. Teachers also need time to analyze data and plan instruction.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap and professional development.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Support closing the achievement gap and professional development.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Support closing the achievement gap and professional development.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Support closing the achievement gap and	Teachers planning together, developing		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				professional development.	common assessments, evaluation, planning, and professional development.		
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Materials in order for students to participate in re-teaching and differentiated instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Materials for common tasks and common assessments that students will be participating in.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.
Supplies	--	--	30106-4301	Materials for common tasks and common assessments that students will be participating in.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources,		None at this time.

						core materials, etc.)	
Note/Reminders (optional):							
Goal 5 - Students with Disabilities							
Strategy/Activity 1							
*Strategy/Activity - Description							
Teachers will participate in ongoing professional development and workshops in order to provide opportunities that meet the specific needs of students with disabilities in the areas of ELA and Math. Education Specialists will be included in all learning.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap/professional development.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Support closing the achievement gap/professional development.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	Support closing the achievement gap/professional development.	Teachers planning together, developing common		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, evaluation, planning, and professional development.		
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Support closing the achievement gap/professional development.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support Closing the achievement gap.	Purchasing instructional materials in order to meet the specific needs of students (supplemental		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					books, resources, core materials, etc.)		
Supplies	--	--	30106-4301	Support Closing the achievement gap.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Provide childcare for parent trainings/meetings.

Provide translation services in Spanish and Vietnamese to facilitate communication between school, classroom teachers and parents.

Allocate funds for in-service supplies for parent meetings and workshops.

Provide funding for conferences that will equip parents on how to stay involved and impact their child's education.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl PARAS Hrly		\$1,307.90	30103-2281	Support closing the achievement gap and increase parent engagement by providing child care and	Working with parents on how to partner with us in the education of their children by providing translation, child		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				translation for parent meetings.	care, etc.		
Supplies		\$800.00	30103-4301	Support closing the achievement gap and increase parent engagement with translation to multiple languages.	Working with parents on how to partner with us in the education of their children by providing supplies and refreshments.		None at this time.
Inservice supplies		\$508.20	30103-4304	Support closing the achievement gap and increase parent engagement.	Working with parents on how to partner with us in the education of their children.		None at this time.
Travel Conference		\$200.00	30103-5207	Support closing the achievement gap and increase parent engagement through training for parents.	Working with parents on how to partner with us in the education of their children.	Parents have not been interested in attending a conference.	Will not fund this in 2020/21.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs. They will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RTs will continue to collaborate with administration and other support staff in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Zucker, Gayle	--	--	30100-1109	Support closing the achievement gap and increase graduation/promotion goals.	Learning cycles, PLC support, one-on-one coaching, professional development.		None at this time

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30103-4301	Support closing the achievement gap and increase graduation/promotion goals.	Working with parents on how to partner with us in the education of their children.		None at this time.
Supplies	--	--	30100-4301	Support closing the achievement	Purchasing instructional		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				gap and increase graduation/promotion goals.	materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		
Supplies	--	--	30106-4301	Support closing the achievement gap and increase graduation/promotion goals.	Purchasing instructional materials in order to meet the specific needs of students (supplemental books, resources, core materials, etc.)		None at this time.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Visiting teachers and teacher hourly pay are essential for classroom teacher to participate in professional development with support staff to work on lesson design, lesson studies, and analyzing data. In addition, all classroom teachers and Education Specialists will have opportunities to participate in PLCs with resource teacher as a coach.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap and increase graduation/promotion goals.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments,		None at this time.

Central Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					evaluation and planning next steps.		
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Support closing the achievement gap and increase graduation/promotion goals.	PLCs every 6 weeks, PD, coaching cycles, developing common assessments, evaluation and planning next steps.		None at this time.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	Support closing the achievement gap and increase graduation/promotion goals.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	Support closing the achievement gap and increase graduation/promotion goals.	Teachers planning together, developing common assessments, evaluation, planning, and professional development.		None at this time.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?