School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mill Street Elementary School	11754816007488	May 11, 2020	June 18, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Orland Unified School District has applied a transformational leadership approach when it comes to the involvement of all stakeholders and the ESSA policy implementation process, specifically the LCAP. OUSD believes that we should become a unified team, which will establish a sense of purpose and accountability, which will ultimately drive the district's vision and mission. Over the past year, our district has made significant gains towards the implementation of ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, California School Dashboards, and has a plan in place to meet the needs of all students. Through collaborative conversations, district/site committees, strategic planning, and

data analysis, we as a district/school site have the tools in place to meet the individual needs of all students and ensure we are moving forward towards continuous school improvement. Through our district process, it is evident that all stakeholders are on the same page with the district plan, accountability, and can recognize that our school site plan and district LCAP encompasses all students.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Mill Street administered both the California School Staff Survey as well as the California School Parent Survey from West Ed. The CA School Staff Survey revealed the further need for developing positive school culture and climate. To collect social and emotional learning needs we have collected data on 2nd-graders SEL needs. This data came back with needs to address a "growth mindset." To support this, our SEL coach presented targeted classroom lessons around "resilience" and "the power of yet." During ELAC/DELAC we collect feedback from participating parents to help with our improvement process and made adjustments to our ELAC/DELAC meetings based on this data.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are monitored by a formal and informal evaluation process. Tenured teachers are evaluated on a 5-year cycle, or on an every other year cycle (as negotiated by the Orland Teachers Association). Probationary I & II teachers are evaluated annually. During an evaluation year, formal observations are conducted in the areas of ELA, ELD and/or math. Informal observations or walk-throughs are also part of the school culture and are part of the everyday routine of the administrator.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Mill Street has established assessment tools and processes to help evaluate the effectiveness of our programs. We use our assessment data to monitor the progress of each class and target specific groups including Title 1, special education students, foster youth, and English learners. These assessments assist in the evaluation and effectiveness of intervention strategies for individual groups. Students are assessed every trimester. Teachers are provided assessment results for their students using multiple curriculum-based measures and results for target-based assessments. Grade levels use assessments as a collaborative tool to monitor student progress toward state standards and district standards by reviewing results, modifying instructional practices, and modifying emphasis of the curriculum to meet students' needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to assessment data as described in #1, we look at attendance, truancy, school climate and parent perception data to analyze and improve our instructional program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Mill Street's teachers and classified staff are compliant with NCLB's requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of the credentialed teachers will have received sufficient training and professional development on the ELA and math curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff development is aligned to our school plan goals in English Language Arts, Math, ELD, and school safety.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is provided by our Title 1 teacher, ELD coordinator, Educational Technology Coach, and Social and Emotional Learning Coach. These professionals provide resources, intervention groups for students and oversee intervention schedules.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Mill Street teachers collaborate on a weekly basis during our PLC (Professional Learning Community) time. During collaboration, teachers evaluate data, instruction, assessments, and curriculum. Other collaboration meetings may include identifying essential standards, creating and revising curricular pacing guides, creating common assessments, analyzing data from various assessments, forming and revising intervention groups, and sharing effective teaching strategies.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All SBE-adopted curriculum and materials used in the classrooms are aligned with the California state standards. Instruction and assessment in all content areas emphasizes mastery of grade-level determined essential performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers in grades 1 and 2 teach 150 minutes of reading/language arts and 60-75 minutes of mathematics daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels have year-long pacing guides created and adhered to in English Language Arts, English Language Development, and math standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Mill Street uses SBE-adopted standards based math text and standards-based reading, math, Social Studies, Science and ELD curriculum. There is an ample supply of texts to fully meet student needs. There is an ample supply and access to technology, such as Chromebooks. The school library has an expansive collection of books and videos in English and we are currently building up the Spanish selections.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Materials that are used to achieve standards-based instructional goals are:

Language Arts:
Benchmark Advance, state adopted
Benchmark Adelante
Bartons
Foundations in Sounds
SIPPs
Accelerated Reader
STAR Early Literacy
iReady Reading
iStation (Dual Immersion Program: Spanish)

Math:
Go Math!, state-adopted
Go Math! Spanish
iReady Math
iReady Math (Spanish)
STAR Math

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Mill Street's instructional program is based on the RTI (Response to Intervention) model. All students get the core material in the general education classroom. The general education classroom teacher is responsible to differentiate and remediate in the classroom. Students also have access to level 2 strategic interventions for reading and some in math. Students are leveled into groups and then get specific instruction in areas of need. 1st and 2nd grade students have access to an intensive, level 3 intervention, as a replacement of the general education language arts program.

Evidence-based educational practices to raise student achievement

All strategic and intensive interventions are research-based and are standards-aligned.

Research-based instruction strategies include the following:

Language Arts:

- EDI

Bartons Levels 1-4

Foundations in Sounds

iReady

iStation (Spanish Language)
- Total Reading
- Guided Reading
- Reading Recovery
- Small Leveled Group Instruction
- Literacy Centers
- SIPPs

Math:

Go Math!

Number Worlds Math intervention pilot

iReady

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Mill Street school uses a variety of strategies to encourage parental and community involvement, such as Kinder FACTTS, Coffee with the Principal, SEL Learning Night, Back to School Night, Open House, Literacy morning, etc. The school has access to local resources that assist it in meeting state and federal student achievement goals. The local community provides parent education programs, adult school programs, mental health resources, 4-H, Boy and Girl Scouting, and Head Start programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are given multiple opportunities to participte in the planning and evaluation of categorical programs through a variety of avenues. Parents participate on the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. Parents learn about the Title I program during parent conferences and the Annual Title I Parent Meeting. Parents are surveyed by the school and/or district on a variety of issues including the effectiveness of the Title I parent Involvement program and the academic program.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds include one Intervention teacher, and one ELD coordinator, and one district educational technology coach. Small literacy groups are formed for students identified as below grade level in reading/language arts. These students are identified and reassessed on an ongoing basis. In addition, the Intervention teachers support English Language Learners through direct, levelized instruction.

Fiscal support (EPC)

The school's general and categorical funds are coordinated and allocated to support the implementation of the specified school goals as stated in the School Plan and the district LCAP. The SPSA expenditures detail the implementation of the school goals which are in alignment with the Essential Program Components. The school's general and categorical budgets and SPSA demonstrate an ongoing commitment to improving student achievement and school reform.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA: School Site Council, ELAC, Staff, Parents

Mill Street School has a very active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff, as well as the principal. The SSC meets monthly to approve funding and monitor federally funded programs. Each month, the SSC reviews the SPSA goals and discussed implementation as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets four times each year and provides input on English Learner programs. During regularly scheduled ELAC meetings on October 10th, December 10th, and February 6th, ELAC members were provided an opportunity to provide feedback on school programs. The ELAC committee reviewed the final SPSA on April 24, 2019, and provided feedback.

Parents were invited to participate in the process of school beautification where they gave input, helped design, and help paint Mill Street School's south blacktop playground area with interactive

lettering, signs, and vocabulary (English and Spanish) that help promote both learning and physical fitness.

Parents are invited to participate in the process of school beautification where they gave input, helped design, and helped construct a Mill Street School garden. Teachers along with parents helped to build and plant 4 garden boxes to be used in conjunction with Mill Street School's ELA and science curriculum.

Parents were invited to participate in our Learn with a L.E.O. (Law Enforcement Officer) reading program where a different representative from the law enforcement community would come in and read a grade-level appropriate story to our students and parents. This year they took place each Wednesday from 7:45-8:15.

Parents were invited to participate in our reading literacy mornings where they were encouraged to come to the library to read a story with their attending Mill Street student. Parents were encouraged to bring their favorite book from home, and our librarian would help support parents in partnering them with a grade-level appropriate book (English or Spanish) upon request. These dates were held once a trimester for a total of three family literacy mornings.

Parents are invited to come and engage with the Principal during Coffee with the Principal. These "coffees" fall within the first week of each month.

The principal shares newsletters, upcoming events, Home to School Connection information. Parents were invited to celebrate the success and learning of their Mill Street students during our PBIS/SEL Assemblies for kindness, safety, responsibility, and being a problem solver. Parents were also invited to celebrate perfect attendance during our trimester ADA assemblies. Additionally, parents were invited to celebrate collaboration during our "Collaborative Kid Award" assembly These dates fell between the months of September through June.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment		Number of Students	
	17-18	18-19	17-18	18-19
American Indian	0.59%	1.57%	3	8
African American	0.59%	0.39%	3	2
Asian	2.35%	2.35%	12	12
Filipino	%	0.59%		3
Hispanic/Latino	70.00%	70.65%	357	361
Pacific Islander	0.20%	%	1	
White	26.27%	24.46%	134	125
Multiple/No Response	%	%		
		Total Enrollment	510	511

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students	
	17-18	18-19
Kindergarten	206	227
Grade 1	142	144
Grade 2	162	140
Total Enrollment	510	511

Student Enrollment by Grade Level

Conclusions based on this data:

1. Student enrollment by subgroup: Hispanic/latino population maintained around 70% from 2017/2018 to 2018/2019.

2. Student enrollment by subgroup: White population declined 5.7 percent from 2016/2017 to 2017/2018 and another 2% in 2018/2019.

3. Total student enrollment has been steady and grade-level enrollment has been stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment				
Student Group	**Number of Students**		**Percent of Students**	
	17-18	**18-19**	**17-18**	**18-19**
English Learners	209	197	41.0%	38.6%
Fluent English Proficient (FEP)	3	14	0.6%	2.7%
Reclassified Fluent English Proficient (RFEP)	6	2	3.0%	1.0%

Conclusions based on this data:

1. Student enrollment: Mill Street School's EL enrollment has remained close to double that of the state average of 19.3%.

2. 6 students were reclassified in 2017/2018 compared to 0 in 2016/2017, and 2 in 2019/2020.

3. Mill Street's EL population was reduced by 2.9% from 20/18/2019 to 2019/2020.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1400.0	1411.6	1413.3	1429.9	1368.8	1368.6	70	77
Grade 1	1440.0	1439.0	1453.1	1463.9	1426.5	1413.6	62	54
Grade 2	1470.7	1468.3	1480.6	1482.5	1460.4	1453.6	76	62
All Grades							208	193

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.19	20.00	42.86	32.86	38.96	34.29	12.99	70	77
1	*	0.00	40.32	31.48	29.03	51.85	17.74	16.67	62	54
2	28.95	1.61	44.74	50.00	21.05	38.71	*	9.68	76	62
All Grades	18.75	2.59	35.10	41.97	27.40	42.49	18.75	12.95	208	193

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.99	27.14	49.35	35.71	28.57	22.86	9.09	70	77
1	46.77	20.37	30.65	42.59	*	33.33	*	3.70	62	54
2	50.00	35.48	32.89	29.03	17.11	29.03		6.45	76	62
All Grades	37.02	22.28	30.29	40.93	22.12	30.05	10.58	6.74	208	193

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.60	*	19.48	44.29	54.55	37.14	23.38	70	77
1	*	0.00	*	9.26	37.10	40.74	41.94	50.00	62	54
2	15.79	1.61	35.53	20.97	17.11	46.77	31.58	30.65	76	62
All Grades	11.54	1.55	19.71	17.10	32.21	48.19	36.54	33.16	208	193

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.57	19.48	42.86	68.83	*	11.69	70	77
1	72.58	51.85	20.97	42.59	*	5.56	62	54
2	59.21	37.10	38.16	53.23	*	9.68	76	62
All Grades	59.62	34.20	34.62	56.48	5.77	9.33	208	193

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	24.68	48.57	59.74	44.29	15.58	70	77
1	29.03	3.70	56.45	88.89	*	7.41	62	54
2	57.89	24.19	39.47	69.35	*	6.45	76	62
All Grades	32.21	18.65	47.60	70.98	20.19	10.36	208	193

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	62.86	79.22	32.86	20.78	70	77
1	*	7.41	53.23	42.59	38.71	50.00	62	54
2	17.11	1.61	39.47	64.52	43.42	33.87	76	62
All Grades	10.10	2.59	51.44	64.25	38.46	33.16	208	193

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.57	15.58	44.29	46.75	37.14	37.66	70	77
1	*	0.00	48.39	53.70	41.94	46.30	62	54
2	32.89	0.00	53.95	67.74	*	32.26	76	62
All Grades	21.15	6.22	49.04	55.44	29.81	38.34	208	193

Conclusions based on this data:

1. On average, there are more students scoring in the "well-developed" performance level in the oral language and speaking/listening domains than they are in the reading and writing domains. (2018/2019 SPSA)

2. 17.1% of students were well-developed in the reading domain in 2nd-grade as compared to 26.7% for the same grade-level across Glenn County. (2018/2019 SPSA)

3. UPDATE: Due to school closures in response. to the COVID-19, k-2 students did not take the ELPAC test for the 2019/2020 school year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
511	**80.2**	**38.6**	**1.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	197	38.6
Foster Youth	6	1.2
Homeless	7	1.4
Socioeconomically Disadvantaged	410	80.2
Students with Disabilities	50	9.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	8	1.6
Asian	12	2.3
Filipino	3	0.6
Hispanic	361	70.6
White	125	24.5

Conclusions based on this data:

1. Mill Street School serves 38.6.0% English Language Learners which is about double the state average.

2. Socioeconomically Disadvantaged is our largest subgroup at 80.2%.

3. Mill Street serves 70.6 hispanic population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Overall performance for all students indicates one orange, one yellow, and two greens.

2. Chronic Absenteeism and suspension rate are in the green.

3. All indicators (except math) on the dashboard showed improvements/gains from previous year.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
49.9 points below standard	0 Students	0 Students
Declined -9.8 points		
140		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	0 Students

Conclusions based on this data:

1. This data is based on 140 reporting third-graders taking the CAASPP.

2. Students are performing on average 49.9 points below standard which was a drop of -9.8 points.

3. Dashboard data is in the orange performance level.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

| Red | Orange | Yellow | Green | Blue |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 46.5 points below standard Increased ++9.4 points 140		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. Students are on average 46.5 points below standard.

2. Students showed an increase of 9.4 points.

3. Dashboard data is in the yellow, up from orange the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45 making progress towards English language proficiency
Number of EL Students: 111
Performance Level: Medium
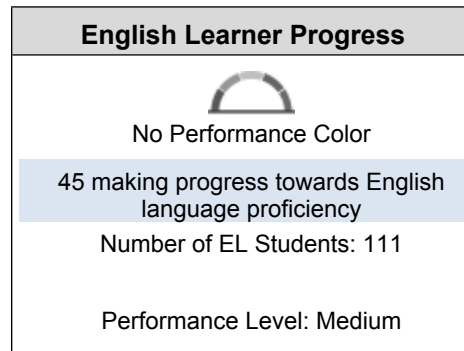
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	34	0	50

Conclusions based on this data:

1. The performance data shows 61 students maintained or decreased one ELPI level.

2. The performance data shows that we had 50 students progress at leas one ELPI level.

3. The performance data shows 45% students making progress towards EL proficiency out of 111.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

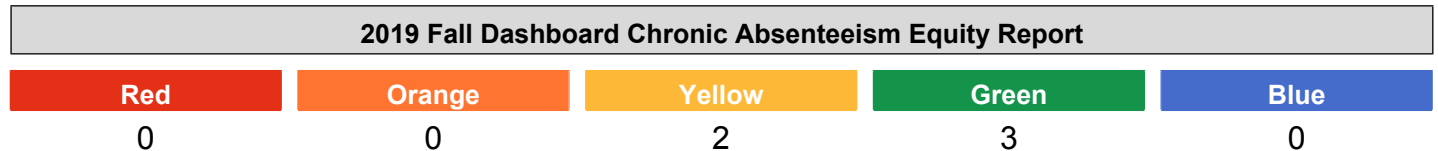**Conclusions based on this data:**

1. NA

2. NA

3. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	0

This section provides 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.6	7.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -6.5	Declined Significantly -4.8	
530	203	10
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Green
36.4	10.7	4.8
Increased +21	Declined Significantly -7.1	Declined -13.9
11	431	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
3	9	Maintained 0	3
		12	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
8.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.7
Declined Significantly -6.6	2	0	Declined -6.5
367			134

Conclusions based on this data:

1. All five of the student subgroups showed a significant decrease in chronic absenteeism from the previous year.

2. Mill Street's student subgroup with the largest decrease in chronic absenteeism is in Students with Disabilities.

3. Mill Street's performance indicator went from red in the previous year to green in the reporting year of 2019 (with a significant degrees by 6.5 percent)

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
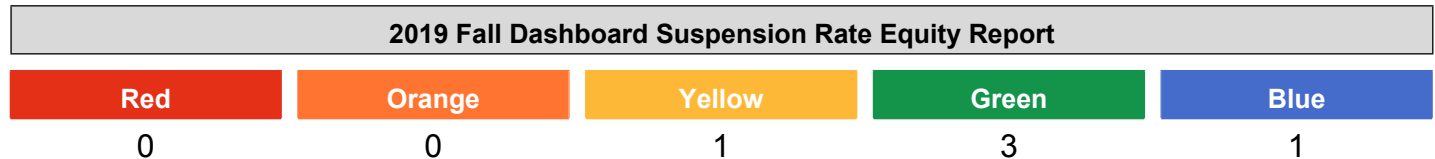
1. NA

2. NA

3. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	1

This section provides 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.5	1	18.2
Declined Significantly -3.2	Declined Significantly -1.7	Increased +6.4
547	207	11

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0	1.6	3.1
Declined -7.4	Declined Significantly -3.5	Declined -1.6
14	442	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
3	10		3
		Maintained 0	
		12	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Green
1.6	Less than 11 Students - Data Not Displayed for Privacy		1.4
Declined Significantly -2.1	2		Declined -5.9
379			138

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.7	1.5

Conclusions based on this data:

1. Mill Street's suspension rate dropped from 4.7% to 1.5% in 2019.

2. Mill Street's suspension rate dropped significantly from 2018 to 2019 in all sub groups except Foster Youth.

3. Mill Street's performance indicator went from red to green in the current reporting year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Provide targeted Professional Development and Support to increase knowledge, application, and implementation of best practices for instruction that maximizes learning for All student populations.

OUSD will maintain or improve current levels of performance in the following State Priority areas: Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners

Develop and implement clear procedures for maintaining and improving district programs and initiatives to ensure consistency, stability, and productivity for staff, students, and families.

Goal 1

Increase overall student growth in English Language Arts.

Identified Need

Focused growth model for student achievement in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2019 Data: 3rd Grade: 27% met standards	Increase the percentage of students who meet or exceed standards by 3% All Students: 27% 3rd Grade: 30%
State Priority 4: Pupil Achievement CAASPP	2019 Data: Dashboard Indicator is Yellow: The dashboard indicates this is 49.5 points below standard. The dashboard reflects a decrease of 9.8 points.	Overall students will increase by 10 points on CAASPP for ELA, 39.5 points below standard.
State Priority 4: Pupil Achievement Local Benchmarks (iReady ELA)	Annual typical growth goal set by iReady based on students' iReady ELA diagnostic 1 (August).	50% of students will meet their "annual typical growth" goal based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Provide intervention support: Title 1 teacher and Support Staff will provide additional help to meet tier 2 and tier 3 needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
77,389	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.0 FTE intervention teacher
37,262	Title I Part A: Allocation 3000-3999: Employee Benefits 1.0 FTE intervention teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Purchase intervention curriculum and supplemental material to support instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Allocation 4000-4999: Books And Supplies Materials needed to support interventions

Strategy/Activity 3

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

All Students Eligible

Strategy/Activity

Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
550	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all classrooms.
0	District Funded

	1000-1999: Certificated Personnel Salaries If Title 1 monies come in higher than projected we can allocate more funds to to support strategy/activity 4.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Technology needs with additional educational technology supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title I Part A: Allocation 4000-4999: Books And Supplies Any stakeholder determined needs to keep technology implementation moving forward for classroom and intervention support.
0	District Funded None Specified Technology needs with additional educational technology supports.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Bi-lingual Services

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries

	Parents will receive information through the student's home language, about academic proficiency levels, grade-level standards, assessment results, and available assistance for students. Communication methods include: Back to School Night, Open House, School Site Council, District and site English Learner Advisory Committees, report cards, progress reports, parent/teacher conferences, school newsletter, classroom newsletters, school web site, Title 1 informational meetings, parent training, and School Board meetings.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Provide intervention support: Title 1 teacher and Support Staff will provide additional help to meet tier 2 and tier 3 needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Before school, after school, or in-school interventions
0	District Funded None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Supporting Staff in Finding Resources to Increase Student Achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Other 4000-4999: Books And Supplies Supporting staff in finding resources to increase student achievement.

Strategy/Activity 9

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

All Students Eligible

Strategy/Activity

Extra-Curricular Academic Experiences (as funding allows)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Educational field trips off-campus or speaker/program to come on-campus to provide an added enrichment for students.

Strategy/Activity 10

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

All Students Eligible

Strategy/Activity

District Ed-Tech Coach Supports Teachers in the Use of Technology for the Benefit of Student Achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries

	District Ed-Tech Coach supports teachers in the use of technology for the benefit of student achievement.

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible.

Strategy/Activity

To continue using iReady ELA to monitor and support student growth, determine interventions, and celebrate learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies To continue using iReady to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Targeted professional development for stakeholders around student growth in ELA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Targeted professional development for stakeholders around student growth in ELA.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities was completed to fidelity and we did reach our 3rd-grade growth goals on the CAASPP testing for ELA. However, will not see the full effectiveness of these strategies/activities as it relates to our 3rd-grade CAASPP scores until after the 2019/2020 school year. Based on our iReady data, we as a site reached our 50% of students "will meet" their annual typical "growth goal" based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May).

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-11 as proposed in goal 1.

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.

To create more equitable and report-ready use of our iReady data, we will begin to set goals around student growth using the tiered proficiency bands. The iReady diagnostic 1 to diagnostic 3 will reflect student growth over time and progress from Tier 3 (below grade-level) to Tier 1 (at/above grade level). Our small group intervention instruction will focus on pre-reading/phonemic awareness skills using the Bartons and Foundations In Sounds programs. Our Dual Language program will be piloting iStation to further develop language skills. We will also be resourcing strategically by using our bi-lingual services aide and bi-lingual ed-specialist aide to further support language learning in the classroom through a push-in support model.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Provide targeted Professional Development and Support to increase knowledge, application, and implementation of best practices for instruction that maximizes learning for All student populations.

OUSD will maintain or improve current levels of performance in the following State Priority areas: Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners

Develop and implement clear procedures for maintaining and improving district programs and initiatives to ensure consistency, stability, and productivity for staff, students, and families.

Goal 2

Increase overall growth in mathematics.

Identified Need

Focused growth model for student achievement in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2019 Data: Students that did not meet standards: 3rd Grade: 19%	Increase the percentage of students who meet or exceed standards by 3% 3rd Grade: 22%
State Priority 4: Pupil Achievement CAASPP	2019 Data: Dashboard Indicator is Orange The dashboard indicates this is 46.5 points below standard The dashboard reflects an increase of 9.4 points.	Overall students will increase by 10.6 points, to 35.9 points below standard
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	Annual typical growth goal set by iReady based on students' iReady Math diagnostic 1 (August).	50% of students will meet their annual typical growth goal based on iReady Math diagnostic 1 (August) to iReady Math diagnostic 3 (May).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Math Intervention: Title 1 support staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Duplicate Expenditure-See Goal #1 Strategy/Activity 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Purchase intervention curriculum and supplemental material to support instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I Part A: Allocation 4000-4999: Books And Supplies Math intervention curriculum and supplemental materials as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Use state and district adopted materials to help promote student achievement in mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Use state and district adopted materials to help promote student achievement in mathematics.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Continue to provide professional development to implement a CCSS aligned math curriculum in all classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Duplicate expenditure-See Goal #1 Strategy/Activity 4

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible.

Strategy/Activity

To continue using iReady Math to monitor and support student growth, determine interventions, and celebrate learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

| 0 | District Funded
4000-4999: Books And Supplies
To continue using iReady Math to monitor and support student growth, determine interventions, and celebrate learning. |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

| All Students Eligible |

Strategy/Activity

| Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement. |

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Duplicate expenditure-See Goal #1 Strategy/Activity 3

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

| The implementation of strategies/activities were completed to fidelity, but we did not reach our 3rd-grade growth goals on the CAASPP testing for ELA. However, will not see the full effectiveness of these strategies/activities as it relates to our 3rd-grade CAASPP scores until after the 2020/2021 school year. Based on our iReady data, we as a site reached our 50% of students will meet their annual typical growth goal based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May) |

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

| District, Site, and Title 1 monies were allocated fully to support strategies and activities 1-8 as proposed in goal 2. |

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.

To create more equitable and report-ready use of our iReady data, we will begin to set goals around student growth using the tiered proficiency bands. The iReady diagnostic 1 to diagnostic 3 will reflect student growth over time and progress from Tier 3 (below grade-level) to Tier 1 (at/above grade level). Our Dual Language Program will be using the Spanish math diagnostic for iReady as well as a program called iStation. We have built-in small group math intervention time into the schedule for both 1st and 2nd grade. All teachers will continue to receive a four-part series of math professional development to support our common core alignment and support of our district adopted curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Provide targeted Professional Development and Support to increase knowledge, application, and implementation of best practices for instruction that maximizes learning for All student populations.

OUSD will maintain or improve current levels of performance in the following State Priority areas: Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners

Develop and implement clear procedures for maintaining and improving district programs and initiatives to ensure consistency, stability, and productivity for staff, students, and families.

Goal 3

All English Language Learners will improve their acquisition of the English language as evidenced by an increase of one level on the ELPAC
exam or being reclassified.

Identified Need

Focused growth model for student achievement in the sub-category of English Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4: Pupil Achievement: Language Proficiency.	In 2019, our ELPAC were as follows: Out of 111 students Decreased one ELPI level: 27 or 24% Maintained ELPI Level 1, 2L, 2H, 3H, 3L, or 3H: 34 or 30% Maintained ELPI Level 4: 0 or 0% Progressed at least one ELPI Level: 50 or 45% *We do not have change data due to school closures due to the COVID-19 crisis.	The percentage of students who progressed at least one ELPI Level grow by 5%. Decrease the number of students who decreased one ELPI level by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Use state and district adopted English Language Development materials to meet the needs of English Language learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Use state and district adopted English Language Development materials to meet the needs of English Language learners.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplemental Needs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Other 4000-4999: Books And Supplies ELD Curriculum/resources, other supplemental resources

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Train staff and/or entire staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures ELPAC training, district office, district adopted ELD training, PD

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD coordinator

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries ELD coordinator to support english learners and other intervention needs.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Bilingual Services Aide

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries

	Bilingual Services Aide to support with translation of communication documents, SST, IEPs, and parent conferences.

Strategy/Activity 6

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

English Learners who are Level 1 (Based on ELPAC scores)

Strategy/Activity

Rosetta Stone Language Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Rosetta Stone Language Program.

Strategy/Activity 7

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

English Learners

Strategy/Activity

Targeted professional development through the district funded and supported ELAC committee focused around student growth in English language proficiencies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-6 for goal 3.

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.

We will use our bilingual services aide more strategically by having her "push-in" to support in classrooms during designated ELD time. Our designated ELD time will maintain the 180 minutes a week for first and second grade. Our EL coordinator has created "catch-up" plans to support students at risk of being LTELS. ELPAC sub-group data has been used to identify where the specific need is for each EL and this data has been used to create and inform our strategic designated ELD groupings. As an SSC team, we will look at our proposed expected outcome for goal 3 and make the necessary adjustments to better reflect appropriate growth goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement.

LEA/LCAP Goal

Increase parent and community partnership through consistent communication to build support and participation for our families, students and schools.

Develop and implement clear procedures for maintaining and improving district programs and initiatives to ensure consistency, stability and productivity for staff, students and families.

Goal 4

State Priority 3: Increase opportunities for parent involvement and engagement.

Identified Need

Focused growth model for student achievement in the category of parent involement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents.	Increase or maintain opportunities for parent involvement and stakeholder engagement.
State Priority 3: Parent Involvement	Increase agree/strongly agree from 84% in the "School Welcomes Parents Contributions" category from the CA Parent Survey (WestEd).	Increase agree/strongly agree by 6% in the "School Welcomes Parents Contributions" category from the CA Parent Survey (WestEd)
State Priority 3: Parent Involvement	Increase agree/strongly agree from 85% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd).	Increase agree/strongly agree by 5% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Title 1 Parent Night

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Other 4000-4999: Books And Supplies Water and Snacks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Provide training on the tools available to parents to support our curriculum and classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Other 4000-4999: Books And Supplies Extra duty rate for staff to provide training on tools available for parents.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Home to School Connection Resource Materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Other 4000-4999: Books And Supplies Home to School Connection Resource Materials (Early Years and Nutrition Nuggets)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Social Media Communication

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Social Media Communication: Mill Street Facebook account, Mill Street district webpage, Mill Street Twitter account.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Open House

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Other 4000-4999: Books And Supplies Water, snacks

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Family Literacy Morning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Other 4000-4999: Books And Supplies Water, snacks

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Back to School Night

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Other 4000-4999: Books And Supplies Water, snacks

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Coffee with the Principal

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Other 4000-4999: Books And Supplies

	Coffee

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

Social and Emotional Learning Night

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Social and Emotional Learning Night

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Families and Students of all Incoming Kinder and TK Students Eligible

Strategy/Activity

Kinder FACTTS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Kinder FACTTS

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity and the goal was met.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-11 for goal 4.

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.

Changes or updates to Goal 4: Increase opportunities for parent involvement and engagement are listed in the following strategies/activities: Provide training on the tools available to parents to support our curriculum and classroom instruction, Home to School Connection Resource Materials, Social Media Communication, Family Literacy Morning, Coffee with the Principal, Mill Street Carnival, Open House, Back-to-School Night, SEL Parent Information Night, Tie-Dye Spirit Night, Mill Street TWIGS community garden, and Jog-a-thon for community engagement. The metrics will be measured through the CA School/Climate Parent Survey to be administered during the 2019/2020 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Provide targeted Professional Development and Support to increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.

OUSD will maintain or improve current levels of performance in the following State Priority areas:
Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.
Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code
Priority 7: Facilities and MOT

Goal 5

State Priority 5, 6, 7: All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental and emotional health.

Identified Need

Focused growth model for student achievement in the sub-category of developing a safe and supportive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair.	Facilities Inspection Tool (FIT) indicates "Fair" for overall rating.	Facilities Inspection Tool (FIT) indicates "Good" for overall rating.
Priority 5: Pupil Engagement Attendance Rate as indicated from OUSD information system.	The attendance rate for the 2019 school year was 95% as indicated from our school information system.	Maintain attendance rate above 95% as indicated from OUSD information system.
Priority 5: Pupil Engagement Chronic Absenteeism Rate as indicated from the California Dashboard.	The chronic absentee rate as indicated from the California Dashboard for 2019 was 9.6%	Maintain or reduce the current site chronic absentee rate or stay below the 10.1% CA State Average as indicated from the California Dashboard.
Priority 6: School Climate Suspension Rate as indicated from the California Dashboard.	The suspension rate as indicated from the California Dashboard for 2019 was 1.5%	Maintain or reduce the current site suspension rate or stay below the 3.4% CA State Average as indicated from the California Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6: School Climate Parent Survey.	2019 parent survey will be used as a baseline.	Overall parent satisfaction will increase. The number of parents completing the survey will increase.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

PBIS and Social and Emotional Learning Development: Bi-monthly SEL push-in lessons, SEL Parent Night, SEL Assemblies, PBIS Assemblies, Character Education (PBIS)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	Other 4000-4999: Books And Supplies PBIS and Social and Emotional Learning: Assemblies, certificates, materials, informational nights (snacks, water)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible

Strategy/Activity

ADA Incentive Initiative: Daily, weekly, monthly, trimester, and yearly incentives for students to raise their ADA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Other 4000-4999: Books And Supplies

	Lunch with the principal, positive communication/certificates, games

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Eligible

Strategy/Activity

Positive Office Referrals: Positive phone call home, a certificate, and a selfie photograph with the principal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Other 4000-4999: Books And Supplies Photo paper, certificates

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Stakeholders Eligible

Strategy/Activity

Social and Emotional Learning Professional Development and Supports

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Social and Emotional Learning Professional Development and Supports

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities were completed to fidelity with the measurable outcome goals being exceeded, evidenced by an increase in ADA and a decrease in chronic absenteeism and suspension rate.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-4 for goal 5.

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.

ADA committee increased awareness around chronic absenteeism and created an initiative to incentivize and increase student attendance, such as weekly Pizza with the Principal competition to the highest classroom ADA. Home visits were completed by the principal and other stakeholders as needed to support students and families. PBIS and SEL goals were created to support the whole-child and create a culture of restorative practices that helped to reduce our suspension rate. Goals to be reviewed with SSC and ADA committee and modified as needed based on dashboard data.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$113,258.39
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$129,001.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$124,651.00

Subtotal of additional federal funds included for this school: $124,651.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
None Specified	$0.00
Other	$4,350.00

Subtotal of state or local funds included for this school: $4,350.00

Total of federal, state, and/or local funds for this school: $129,001.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	124,651	0.00
Other	4,350	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
None Specified	0.00
Other	4,350.00
Title I Part A: Allocation	124,651.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,389.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	37,262.00
4000-4999: Books And Supplies	5,800.00
5000-5999: Services And Other Operating Expenditures	550.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00

2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	4,350.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	85,389.00
3000-3999: Employee Benefits	Title I Part A: Allocation	37,262.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,450.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,401.00
Goal 2	250.00
Goal 3	300.00
Goal 4	1,850.00
Goal 5	1,200.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Samuel M. Hess	Principal
Guille Alfaro	Classroom Teacher
Linnzi Walsh	Classroom Teacher
Melissa Raburn	Classroom Teacher
Elsa Martinez	Other School Staff
Carolina Ruiz	Parent or Community Member
Patricia Villicana	Parent or Community Member
Tiffany Martin	Parent or Community Member
Marlene Gutierrez	Parent or Community Member
Jessica Medina Sanchez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: District Site Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 24, 2018.

Attested:

Signature	
	Principal, Samuel M. Hess on 5/11/2020
	SSC Chairperson, Jessica Medina-Sanchez on 5/11/2020