

Single Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: El Monte Elementary School

CDS 07 61754 6004048

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SPSA Year: 2015-2018

The school certifies completion of this plan.

Approved by MDUSD Board of Education: June 22, 2015

Introduction

The MDUSD Single Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: 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 6)

Section 1: Stakeholder Engagement

Annual Update Involvement Process	Annual Update Impact on SPSA
<p>Involvement Process 2014-2015 SPSA</p> <p>School Site Council met to develop Site Plan for Student Achievement (SPSA) teacher discussions at staff, GLT and cross GLT meetings (formal and informal) ELAC, PTA, and Una Junta parent groups will have a chance to review the SPSA and make any suggestions Copy of SPSA will be in school office and online on the district website for parents to review Post a link to the online SPSA on our school website and share with parents through our newsletter and School Messenger phone/email blast Leadership Team (Rtl team) will meet and discuss SPSA and provide input</p>	<p>Impact on 2014-2015 SPSA</p> <p>developed SPSA and will revise as needed throughout the year teachers have input on SPSA content, needs and budget parent input parent and community input parent and community input staff input</p>

Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

Data Analysis

This section provides a brief summary of the data used to inform the Single Plan and the information that analysis provided.

We are using a combination of iReady data, mid module and end of module Engage New York ELA and Math assessments, collaborative teacher created assessments, ESGI, RAP (reading assessment) and Accelerated Reader Data.

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).

Title 1 parent survey, Healthy Kids Survey, 3-4-5 student survey, anti bullying survey, SET environmental survey, parent needs survey (Equity). We use the results from these surveys to form small groups for student intervention and counseling support, parent education evenings/topics, BEST school climate data which is used with Soul Shoppe to prioritize assembly topics/needs, and gather information about parent involvement.

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

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

This year we will be using the CAASPP testing from the state of California. We will use this data in Grade 3-5 in ELA and Math to develop a baseline of data. We also administer the 5th grade science test (STAR). The data from these assessments will be used by teachers to create groups for diversified instruction and to guide/modify instruction.

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

We are using iReady data, mid module and end of module Engage New York ELA and Math assessments, collaborative teacher created assessments, ESGI, RAP (reading assessment) and Accelerated Reader data during our Grade Level Team and Cross Grade Level Team meetings to monitor student progress and analyze practices.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of the teaching staff at our school are Highly Qualified. All staff are trained in Systematic ELD.

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

100% of teachers have had on going professional development training on the Common Core State Standards (CCSS) in ELA and Math and strategies to implement in the classroom.

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

District and site based professional development in CCSS, iReady (data analysis), writing, Response to Intervention (RtI), Singapore Math strategies, classroom technology trainings and Positive Behavior Intervention Systems (PBIS).

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

District wide Symposiums with teacher leaders, outside Thinking Maps writing trainer, district educational coaches, Technology Integration Leader (TIL), Beginning Teacher Support Assistance (BTSA) coaches, Intervention Teacher, Site Based Program Specialist, Parent Liaison, parent and outside agency volunteers, and subject matter on site experts.

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

Bi monthly Grade level and Cross Grade level team meetings

Teaching and Learning

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

Use of CCSS to drive instruction and assessment. Current program is Engage New York for ELA and math.

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

Teachers are meeting the recommended instructional minutes for ELA and math.

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

Use of Flex Groups, ELD/ALD (English Learner Development/Academic Language Development) and RtI groups on a daily/weekly basis. Students with IEP services receive designated weekly minutes of support. Curricuplan pacing schedule is available with a recommended pacing guide.

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

Standards based instructional materials are available to all students.

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

We are using Engage New York ELA and Math supplemental materials to support the CCSS.

Opportunity and Equal Educational Access

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

Student Interventions include: RtI, Flex Groups, SSTs, ELD/ALD, push in/pull out, counseling, Resource Specialist, and community volunteers.

14. Research-based educational practices to raise student achievement

Use of small targeted groups, Explicit Direct Instruction (EDI), Instructional Rounds, computer based educational programs, and PBIS.

Parental Involvement

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

A variety of resources are available to families for example: Diablo Valley Assistance League (DVAL), Jewish Coalition for Literacy (JCL), Parent Education Nights, Parent Support Groups, Soul Shoppe, site based community room, school community garden, CARES after school program, and Homeless Outreach Program (HOPE).

16. 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)

School Site Council is comprised of parents, staff and administration to plan, implement and evaluate ConApp programs (Title 1).

Funding


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

Title 1 Site Based Program Specialist, Parent Liaison, Intervention Teacher, and Resource Person are funded through Title 1.

18. Fiscal support (EPC)

We have training on fiscal development from the district.

Section 1: School Quality Snapshot



2013-14 School Quality Snapshot

El Monte Elementary

Mt. Diablo Unified
1400 Dina Dr., Concord, CA 94518

Grades Offered: K - 5
Enrollment: 476
Charter: No
Title I Funded: Yes
CDS Code: 07-61754-6004048

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ca/>

California's Academic Performance Index (API)

2013 Growth API	797
Growth from Prior to Current Year	-29
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2013 Growth API State Rank	5
2013 Growth API Similar Schools Rank	4

API Subgroup Performance - 2013 API Growth

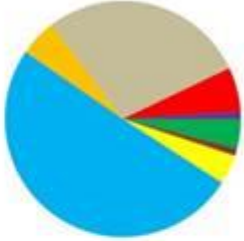
Subgroup	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	No	-8
Native Hawaiian or Pacific Islander	--	--
White	Yes	-51
Two or More Races	--	--
English Learners	No	-11
Socioeconomically Disadvantaged	No	-29
Students with Disabilities	--	--

Green = Student group met target
Red = Student group did not meet target
-- = Student group is not numerically significant

CHART LEGEND:
■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

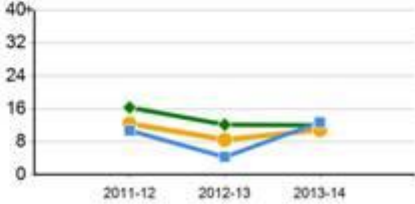
2013-14 Enrollment by Race/Ethnicity



2013-14 Subgroup Enrollment

English Learners	35%
Socioeconomically Disadvantaged	65%
Students with Disabilities	11%

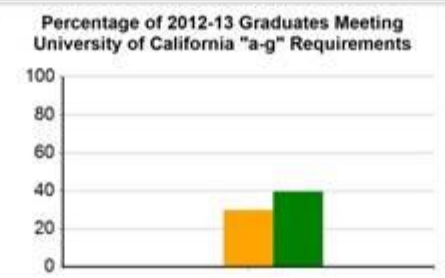
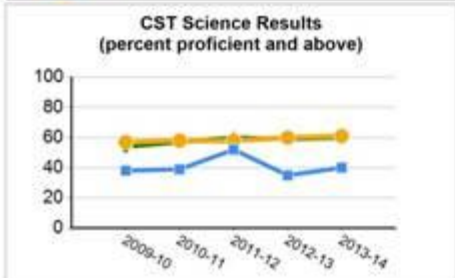
Percentage of Students Redesignated to Fluent-English Proficient



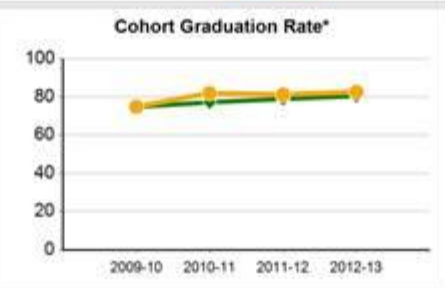
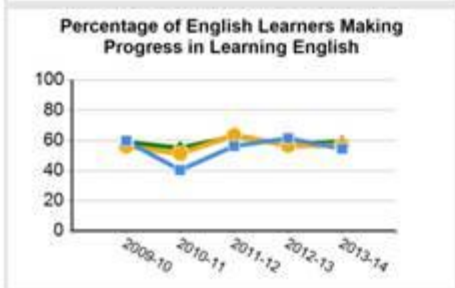


2013-14 School Quality Snapshot
El Monte Elementary
 Mt. Diablo Unified
 1400 Dina Dr., Concord, CA 94518

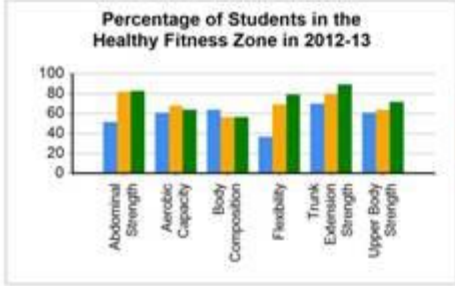
Grades Offered: K - 5
 Enrollment: 476
 Charter: No
 Title I Funded: Yes
 CDS Code: 07-61754-6004048



2012-13 Average SAT Score
 No Data Available



CAHSEE English-Language Arts Grade 10 Passing Rate
 No Data Available



CAHSEE Mathematics Grade 10 Passing Rate
 No Data Available

Section 2: Goals, Actions, Expenditures, and Progress Indicators

<p>GOAL 1:</p>	<p>Common Core and technology: all staff will have the training and materials needed to implement CCSS in the classrooms</p>	<p>Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access Local (Specify): Tech Plan Title I Schoolwide</p>
<p>Identified Need :</p>	<p>ELD/ALD rotation CCSS materials Lexia Reading Program Footsteps to Brilliance (gr TK-1) Accelerated Reader Literature Circles Starfall iReady Front Row Math RedCat Sound Systems iPads Computer Lab Elmo/LCD projectors Mimio (gr 3-5) Type to Learn Summer School California Readers (4th grade) Science Fair</p>	
<p>Goal Applies to:</p>	<p>Grade/Department/Other: All Teachers administration</p> <p>Applicable Pupil Subgroups: All, English Language Learners, Low Income, Foster Youth</p>	

SPSA Year : 2015-2016

Expected Annual Measurable Outcomes:

Teachers will have a better understanding of Common Core. Teachers will continue to develop teaching strategies for the new Common Core State Standards (CCSS). Students will have consistent access to technology to meet CCSS.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Teacher Training and Support	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Workshops and Conferences	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	1000
		Substitutes for teacher release or workshop	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I (3070)	3,000
1.2 Technology	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	classroom technology (iPads, student computers, mimios, LCD/Elmo, apps, etc)	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	22,000
		Computer Lab (student computers, headphones, programs etc)	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	1000
1.3 Materials	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Engage New York materials and supplies	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	10,603
		Basic classroom Supplies	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	5,880
1.4 Student Knowledge & Enrichment	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent	Field Trips	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	1,000
		Assemblies	4000 - 4999 Books and	10	Base (0301, 0701, 0801)	2000

English Proficient

Supplies

SPSA Year : 2016-2017

Expected Annual Measurable Outcomes:

Teachers will continue to develop and implement teaching strategies for the new Common Core State Standards (CCSS). Students will have consistent access to technology and materials to meet CCSS.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Teacher Training and Support	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Workshops and Conferences Substitutes for teacher release or workshop	5800 Professional/Consulting Services and Operating Expenditures 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10		10
1.2 Technology	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	classroom technology (iPads, student computers, mimios, LCD/Elmo, apps, etc) Computer Lab (student computers, headphones, programs etc)	5800 Professional/Consulting Services and Operating Expenditures 4000 - 4999 Books and Supplies	10		10
1.3 Materials	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Engage New York materials and supplies Basic classroom Supplies	4000 - 4999 Books and Supplies 4000 - 4999 Books and Supplies	10		10
1.4 Student Knowledge & Enrichment	X All Students X Low Income Pupils X English Learners	Field Trips	4000 - 4999 Books and Supplies	10		10

	X Foster Youth X Redesignated Fluent English Proficient	Assemblies	4000 - 4999	10	Books and Supplies	
SPSA Year : 2017-2018						
Expected Annual Measurable Outcomes:	Teachers will have a better understanding of Common Core. Teachers will continue to develop teaching strategies for the new Common Core State Standards (CCSS). Students will have consistent access to technology to meet CCSS.					
Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Teacher Training and Support	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Workshops and Conferences Substitutes for teacher release or workshop	5800 Professional/Consulting Services and Operating Expenditures 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10		10
1.2 Technology	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	classroom technology (iPads, student computers, mimios, LCD/Elmo, apps, etc) Computer Lab (student computers, headphones, programs etc)	5800 Professional/Consulting Services and Operating Expenditures 4000 - 4999 Books and Supplies	10		10
1.3 Materials	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Engage New York materials and supplies Basic classroom Supplies	4000 - 4999 Books and Supplies 4000 - 4999 Books and Supplies	10		10
1.4 Student Knowledge & Enrichment	X All Students X Low Income Pupils	Field Trips	4000 - 4999 Books and	10		

	X English Learners X Foster Youth X Redesignated Fluent English Proficient			
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		Assemblies		
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			Supplies	
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			4000 - 4999	
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				10
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			Books and Supplies	
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GOAL 2: Response to Intervention: additional support for targeted students who are not meeting grade level standards

Related State and/or Local Priorities:
 2 X Implementation of State Standards
 3 X Parental Involvement
 4 X Pupil Achievement
 5 X Pupil Engagement
 7 X Course Access
 8 X Other Pupil Outcomes
 Local (Specify):
 Title I Schoolwide

Identified Need : intervention teacher
 before/after school intervention
 Jewish Coalition for Literacy (JCL)
 Read Naturally
 CARES
 Summer School
 ELD teacher
 Flex Group rotations
 RS teacher
 Lexia home/school access
 Footsteps to Brilliance home/school access

Goal Applies to: Grade/Department/Other: All Teachers
 All Staff members
 Community Volunteers
 CARES after school program staff

Applicable Pupil Subgroups: All

SPSA Year : 2015-2016

Expected Annual Measurable Outcomes: Students will be closer to meeting CCSS or will be at grade level standards. Teachers will work on closing the achievement gap. More parent communication and more involvement in academic progress. Recognition by staff to intervene sooner with children not meeting standards.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Intervention Staff	X All Students X Low Income Pupils	Substitute Teachers	1000 - 1999 Certificated Personnel	10	Title I (3070)	10,000

	X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify)	Title 1 Site Based Program Specialist	Salaries (Includes 3000-3999 Benefits) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental (0930)	36,000
2.2 Material and Supplies	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	books, programs, supplies etc	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	5,000
		books ,programs, supplies etc	4000 - 4999 Books and Supplies	10	Title I (3070)	10,000
2.3 Collaboration time	X All Students	teacher meetings/collaboration	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Base (0301, 0701, 0801)	2,000

SPSA Year : 2016-2017

Expected Annual Measurable Outcomes:

Students will be closer to meeting CCSS or will be at grade level standards. Teachers will work on closing the achievement gap. More parent communication and more involvement in academic progress. Recognition by staff to intervene sooner with children not meeting standards.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Intervention Staff	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify)	Substitute Teachers	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10		
		Title 1 Site Based Program Specialist	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10		

2.2 Material and Supplies	X All Students	books, programs, supplies etc	4000 - 4999	10
	X Low Income Pupils		Books and Supplies	
2.3 Collaboration time	X English Learners	books ,programs, supplies etc	4000 - 4999	10
	X Foster Youth		Books and Supplies	
	X Redesignated Fluent English Proficient			

SPSA Year : 2017-2018

Expected Annual Measurable Outcomes: Students will be closer to meeting CCSS or will be at grade level standards. Teachers will work on closing the achievement gap. More parent communication and more involvement in academic progress. Recognition by staff to intervene sooner with children not meeting standards.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Intervention Staff	X All Students	Substitute Teachers	1000 - 1999	10		
	X Low Income Pupils		Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
2.2 Material and Supplies	X English Learners	Title 1 Site Based Program Specialist	1000 - 1999	10		
	X Foster Youth		Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
	X Redesignated Fluent English Proficient					
2.2 Material and Supplies	X Other Subgroups: (Specify)					
	X All Students	books, programs, supplies etc	4000 - 4999	10		
2.3 Collaboration time	X Low Income Pupils	books ,programs, supplies etc	4000 - 4999	10		
	X English Learners		Books and Supplies			
	X Foster Youth		Books and Supplies			
2.3 Collaboration time	X Redesignated Fluent English Proficient	teacher meetings/collaboration	1000 - 1999	10		
			Certificated			

		on	Personnel Salaries (Includes 3000- 3999 Benefits)
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GOAL 3:	School Climate (Positive Behavior Intervention Supports-PBIS): all students will understand school rules and expectations and be taught/rewarded for following them; engage the parents and community in the school; improve attendance	Related State and/or Local Priorities: 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
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Identified Need :	Steps to Respect Second Step Purple Bulldogs Student Store Program Specialist Anti Bullying Assemblies Assemblies Peacemakers Soul Shoppe Student Incentive Programs (school wide/classroom) CARES performances Monthly Noon Supervisor Meetings Class Dojo Remind Twitter Life Skills Curriculum PBIS Parent Newsletter and Website SART/SARB School Messenger Parent Surveys SST process Spirit Days PTA/Una Junta meetings Parent Workshops Family Education Nights Book Fair PTA events School Garden
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Goal Applies to:	Grade/Department/Other:	All Teachers All Staff All Adults on Campus
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Applicable Pupil Subgroups: All

SPSA Year : 2015-2016

Expected Annual Measurable Outcomes: Increased participation by parents in classrooms, at home and in school-sponsored events. Improved attendance/tardies/early leaving. Decrease in school-year "vacations." Lower # of suspensions and be proportionate to our ethnic subgroups. Increased coherence between classrooms/teachers regarding discipline referrals. School wide PBIS implementation.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount	
3.1 Positive school climate	X All Students	Awards/Incentives	4000 - 4999	10	Base (0301, 0701, 0801)	3000	
	X Low Income Pupils		Books and Supplies				
	X English Learners		Assemblies	1000 - 1999	10	Title I (3070)	2000
	X Foster Youth			Certificated Personnel			
	X Redesignated Fluent English Proficient			Salaries			
				(Includes 3000-3999 Benefits)			
		Assemblies/Field Trips	5800	10	Base (0301, 0701, 0801)	2000	
			Professional/Consulting Services and Operating Expenditures				
		Noon Supervisors	2000 - 2999	10	Base (0301, 0701, 0801)	10,000	
			Classified Personnel Salaries				
			(Includes 3000-3999 Benefits)				
		Soul Shop/Peacemakers	1000 - 1999	10	Title I (3070)	9,600	
			Certificated Personnel Salaries				
			(Includes 3000-3999 Benefits)				
		Program Specialist (assemblies, awards, clubs)	1000 - 1999	10	Targeted Supplemental Intentional Carryover (0930)	40,000	
			Certificated Personnel Salaries				
			(Includes 3000-				

		3999 Benefits)				
3.2 Parent Engagement/Support	X All Students	Parent Education	5000 - 5999	37	Title I Parent Engagement (3068)	1481
	X Low Income Pupils		Services and Other			
	X English Learners		Operating Expenditures			
	X Foster Youth		(Excludes other 5000 series listed below)			
	X Redesignated Fluent English Proficient	Resource Person (Parent Translator and Classroom Support)	2000 - 2999	10	Targeted Supplemental (0930)	25,000
	X Other Subgroups: (Specify)		Classified Personnel Salaries (Includes 3000-3999 Benefits)			
		Communication (School Messenger, email, website, marquee, newsletters)	4000 - 4999	39	Title I (3070)	5000
		Committees (SSC/Una Junta/PTA)	4000 - 4999	37	Title I (3070)	1000
	Committees (SSC/Una Junta, PTA)	1000 - 1999	37	Title I (3070)	1000	
	Program Specialist	1000 - 1999	10	Title I (3070)	10,000	
	Parent Education	5800	37	Title I (3070)	3700	
		Professional/Consulting Services and Operating Expenditures				

3.3 Attendance	X All Students	Awards and Incentives	4000 - 4999	10	Base (0301, 0701, 0801)	1000
	X Low Income Pupils		Books and Supplies			
	X English Learners	Awards and Incentives	4000 - 4999	10	Title I (3070)	2000
	X Foster Youth	SART/SARB	1000 - 1999	10	Title I (3070)	1000
			Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
		Positive Behavior Team	1000 - 1999	10	Title I (3070)	200
			Certificated Personnel Salaries (Includes 3000-3999 Benefits)			

SPSA Year : 2016-2017

Expected Annual Measurable Outcomes: Increased participation by parents in classrooms, at home and in school-sponsored events. Improved attendance/tardies/early leaving. Decrease in school-year "vacations." Lower # of suspensions and be proportionate to our ethnic subgroups. Increased coherence between classrooms/teachers regarding discipline referrals.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Positive school climate	X All Students	Awards/Incentives	4000 - 4999	10		
	X Low Income Pupils		Books and Supplies			
	X English Learners	Assemblies	1000 - 1999	10		
	X Foster Youth		Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
	X Redesignated Fluent English Proficient	Assemblies/Field Trips	5800	10		
			Professional/Consulting Services and Operating Expenditures			
		Noon Supervisors	2000 - 2999	10		
			Classified			

		Personnel Salaries (Includes 3000-3999 Benefits) Peacemakers 1000 - 1999 10 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Program Specialist (assemblies, awards, clubs) 1000 - 1999 10 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
3.2 Parent Engagement/Support	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify)	Parent Education 5000 - 5999 37 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Resource Person (Parent Translator and Classroom Support) 2000 - 2999 10 Classified Personnel Salaries (Includes 3000-3999 Benefits) Communication (School Messenger, email, website, marquee, newsletters) 4000 - 4999 39 Books and Supplies Committees (SSC/Una Junta/PTA) 4000 - 4999 37 Books and Supplies Committees (SSC/Una Junta, PTA) 1000 - 1999 37 Certificated Personnel

		Program Specialist	Salaries (Includes 3000-3999 Benefits) 1000 - 1999 Certificated Personnel	10
		Parent Education	Salaries (Includes 3000-3999 Benefits) 5800 Professional/Consulting Services and Operating Expenditures	37
3.3 Attendance	X All Students X Low Income Pupils X English Learners X Foster Youth	Awards and Incentives	4000 - 4999 Books and Supplies	10
		Awards and Incentives	4000 - 4999 Books and Supplies	10
		SART/SARB	1000 - 1999 Certificated Personnel	10
		Positive Behavior Team	Salaries (Includes 3000-3999 Benefits) 1000 - 1999 Certificated Personnel	10
			Salaries (Includes 3000-3999 Benefits)	

SPSA Year : 2017-2018

Expected Annual Measurable Outcomes:	Increased participation by parents in classrooms, at home and in school-sponsored events. Improved attendance/tardies/early leaving. Decrease in school-year "vacations." Lower # of suspensions and be proportionate to our ethnic subgroups. Increased coherence between classrooms/teachers regarding discipline referrals.
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Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Positive school climate	X All Students	Awards/Incentives	4000 - 4999	10		
	X Low Income Pupils		Books and Supplies			
	X English Learners	Assemblies	1000 - 1999	10		
	X Foster Youth		Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
	X Redesignated Fluent English Proficient	Assemblies/Field Trips	5800	10		
			Professional/Consulting Services and Operating Expenditures			
3.2 Parent Engagement/Support	X All Students	Noon Supervisors	2000 - 2999	10		
	X Low Income Pupils		Classified Personnel Salaries (Includes 3000-3999 Benefits)			
		Peacemakers	1000 - 1999	10		
			Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
		Program Specialist (assemblies, awards, clubs)	1000 - 1999	10		
			Certificated Personnel Salaries (Includes 3000-3999 Benefits)			

	<p>X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify)</p>	<p>Resource Person (Parent Translator and Classroom Support) Communication (School Messenger, email, website, marquee, newsletters) Committees (SSC/Una Junta/PTA) Committees (SSC/Una Junta, PTA) Program Specialist Parent Education</p>	<p>Other Operating Expenditures (Excludes other 5000 series listed below) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 4000 - 4999 Books and Supplies 4000 - 4999 Books and Supplies 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 5800 Professional/Consulting Services and Operating Expenditures</p>	<p>10 39 37 37 10 37</p>
<p>3.3 Attendance</p>	<p>X All Students X Low Income Pupils X English Learners</p>	<p>Awards and Incentives</p>	<p>4000 - 4999 Books and Supplies</p>	<p>10</p>

	X Foster Youth	Awards and Incentives	4000 - 4999 Books and Supplies	10
		SART/SARB	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10
		Positive Behavior Team	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10

Section 2: Annual Update

Annual Update Goal 1:	Common Core and technology: all staff will have the training and materials needed to implement CCSS in the classrooms	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access Local (Specify): Tech Plan Title I Schoolwide	
Goal Applies to:	Grade/Department/Other: All Teachers administration		
	Applicable Pupil Subgroups: All, English Language Learners, Low Income, Foster Youth		
Expected Annual Measurable Outcomes:	Teachers will have a better understanding of Common Core. Teachers will continue to develop teaching strategies for the new Common Core State Standards (CCSS). Students will have consistent access to technology to meet CCSS.	Actual Annual Measurable Outcomes: CAASPP testing, local assessments	
SPSA Year : 2014-2015			
Planned Actions/Services		Actual Actions/Services	
		Evaluation	
1.1 Teacher Training and Support		1.1	Effective
1.2 Technology		1.2	Effective
1.3 Materials		1.3	Effective
1.4 Student Knowledge		1.4	Needs More Time to Evaluate Effectiveness
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue technology training and acquisition, develop teacher PD and collaboration to lead to more effective teaching of CCSS materials, provide staff with all needed materials to implement CCSS.		

Annual Update Goal 2:	Response to Intervention: additional support for targeted students who are not meeting grade level standards	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide	
Goal Applies to:	Grade/Department/Other: All Teachers All Staff members Community Volunteers CARES after school program staff Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will be closer to meeting CCSS or will be at grade level standards. Teachers will work on closing the achievement gap. More parent communication and more involvement in academic progress. Recognition by staff to intervene sooner with children not meeting standards.	Actual Annual Measurable Outcomes:	CAASPP data
SPSA Year : 2014-2015			
Planned Actions/Services		Actual Actions/Services	
		Evaluation	
2.1 Intervention Staff	2.1	Effective	
2.2 Material and Supplies	2.2	Needs More Time to Evaluate Effectiveness	
2.3 Collaboration time	2.3	Needs More Time to Evaluate Effectiveness	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to have intervention staff work with students, meet collaboratively, and purchase materials to support ENY materials.		

Annual Update Goal 3:	School Climate (Positive Behavior Intervention Supports-PBIS): all students will understand school rules and expectations and be taught/rewarded for following them; engage the parents and community in the school; improve attendance-all of which leads to improved academic achievement.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify): Title I Schoolwide
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Goal Applies to:	Grade/Department/Other: All Teachers All Staff All Adults on Campus
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Increased participation by parents in classrooms, at home and in school-sponsored events. Improved attendance/tardies/early leaving. Decrease in school-year "vacations." Lower # of suspensions and be proportionate to our ethnic subgroups. Increased coherence between classrooms/teachers regarding discipline referrals.	Actual Annual Measurable Outcomes:	improved attendance, improved SET climate survey score, improved Parent Title 1 survey data
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SPSA Year : 2014-2015

Planned Actions/Services	Actual Actions/Services	
		Evaluation
3.1 Positive school climate	3.1	Effective
3.2 Parent Engagement/Support	3.2	Effective
3.3 Attendance	3.3	Needs More Time to Evaluate Effectiveness

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to do the above actions. Add to attendance plan for improving student attendance.
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Section 3: Use of Supplemental Grants Funds

All schools must complete the SPSA and Annual Update each year. The SPSA is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the SPSA align with the district LCAP.

- A. In the textbox, explain how the services provided in the SPSA year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils. Use a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For schools with below 40 percent of enrollment of unduplicated pupils in the SPSA year, when using supplemental funds in a schoolwide manner, the school must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of projected Supplemental grant funds:	71,603
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Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	31,880	-1,000.00
Targeted Supplemental (0930)	71,603	0.00
Title I Parent Engagement (3068)	1,481	0.00
Title I (3070)	69,700	-11,800.00
Targeted Supplemental Intentional	40,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	32,880.00
Targeted Supplemental (0930)	71,603.00
Targeted Supplemental Intentional Carryover (0930)	40,000.00
Title I (3070)	81,500.00
Title I Parent Engagement (3068)	1,481.00

Object Type	Total Expenditures
1000 - 1999 Certificated Personnel Salaries (Includes 3000-	114,800.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999	35,000.00
4000 - 4999 Books and Supplies	47,483.00
5000 - 5999 Services and Other Operating Expenditures	1,481.00
5800 Professional/Consulting Services and Operating	28,700.00

Object Type	Funding Source	Total Expenditures
1000 - 1999 Certificated Personnel Salaries	Base (0301, 0701, 0801)	2,000.00
2000 - 2999 Classified Personnel Salaries	Base (0301, 0701, 0801)	10,000.00
4000 - 4999 Books and Supplies	Base (0301, 0701, 0801)	18,880.00
5800 Professional/Consulting Services and	Base (0301, 0701, 0801)	2,000.00
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental (0930)	36,000.00
2000 - 2999 Classified Personnel Salaries	Targeted Supplemental (0930)	25,000.00
4000 - 4999 Books and Supplies	Targeted Supplemental (0930)	10,603.00
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental Intentional	40,000.00
1000 - 1999 Certificated Personnel Salaries	Title I (3070)	36,800.00
4000 - 4999 Books and Supplies	Title I (3070)	18,000.00
5800 Professional/Consulting Services and	Title I (3070)	26,700.00
5000 - 5999 Services and Other Operating	Title I Parent Engagement (3068)	1,481.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services ensures all staff meet Highly Qualified Teacher requirements.
23. Support Program Improvement Schools with annual notification of the schools' Program Improvement Status.
24. Provides Technical Assistance to Program Improvement Schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: El Monte Elementary School

Year: 2015-2018

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council
Elementary

() Principal	() Teachers	() Other school staff
() Parents and other community members		() Students

Schoolsite Council
Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members		() Students

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Christina Boman	X				X					
Jean Sabolevsky	X						X			
Kim Lesnansky	X					X				
Lisa Romano	X					X				
Linda Ortega	X					X				
Maroa Elena O'Connor	X	X		X						
Jennifer Fitzgerald	X	X		X						
Guadalupe Candanosa	X	X	X	X						
Sheila Russo-Nordlund	X	X		X						
Christa McCabe	X	X		X						
Numbers of members	10	5	1	5	1	3	1	0	N/A	0

Section 4: Common Pages

English Learner Advisory Committee

School: El Monte Elementary School

Year: 2015-2018

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a. Principal/ Principal's Administrative designee:

1. Christina Boman

b. Five parents, elected by parents of English Learners:

1. Paulina Barajas
2. Maria Banales
3. Gabriella Ramirez
4. Angelina Garcia
5. Guadalupe Candanosa

c. Two Staff members, elected by staff:

1. Linda Ortega
2. Jen Molino

Section 4: Common Pages

Assurances & Recommendations

School: El Monte Elementary School

Year: 2015-2018