



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
Yamato Colony Elementary School	24 65748 6109649	June 4, 2019	June 20, 2019

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.

Yamato's SPSA goals and actions are aligned to the District's LCAP to address the needs of the students.

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

Yamato Colony Elementary School provides opportunities for stakeholder input. During our Parent Conference Week in March of 2019, parents input was gathered through our parent surveys (i.e. Brightbytes LCAP survey and Climate survey). A total of 198 parents completed the survey during the open window. Below includes the percentage of parent responses who agreed to the question asked:

PARENT SURVEY RESULTS:

- 98% The school promotes academic success for all students. (Increase of 4%)
- 98% The teachers have high expectations of my child. (Increase of 6%)
- 96% I feel that my child is prepared to go on to the next grade. (Increase of 7%)
- 99% I feel welcomed and respected by the adults that work at this school. (Increase of 4%)
- 85% I feel my ideas are listened to in this school. (Increase of 3%)
- 98% This school makes an effort to reach out and to communicate to the parents and community. (Increase of 3%)
- 86% Limited English speaking parents are given opportunities to understand curriculum and participate in school activities through the use of translators and translated materials. (Increase of 3%)
- 54% I feel the school needs to improve its academic support for struggling students. (Decrease of 3%)
- 88% People in this school help my child with problems that happen at school. (Increase of 1%)
- 96% The adults at this school care about the success of my child. (Increase of 1%)
- 96% My child's teacher and the school give me useful information about how to improve my child's progress. (Increase 1%)
- 98% This school provides a safe environment for my student. (Increase of 1%)

Student input from grades 3rd-5th was collected during the month of March 2019. The percentage of students who agreed to the questions are included below.

STUDENT SURVEY RESULTS:

- 89% Are happy to be at this school (Decrease of 2%)
- 90% Feel part of this school (Decrease of 1%)
- 92% Feel safe at school (Remained the same)
- 84% Feel safe outside of school (Increase of 1%)
- 68% Felt they were treated fairly when they break school rules (Decrease of 21%)
- 95% My school has clear rules that I have been taught. (Decrease of 1%)
- 93% Teachers and other adults at school believe that you can do a good job. (Decrease of 2%)
- 87% Teachers and other adults at school care about me. (Decrease of 4%)

Another method of gathering stakeholder input was through our site Leadership Team. Yamato's Leadership Team meets regularly to discuss student achievement and safety of our students. Approximately 9 grade level leaders/teachers, 1 Instructional Resource Teacher (IRT) and 1 Academic Coach meet to discuss the plan to improve student achievement. Feedback from Yamato's Leadership Team was gathered from March through May 2019.

School Site Council (SSC) member input was requested on April 18, 2019. Members were presented with the 2019/20 preliminary federal allocation for Title I and Title III and the estimated amount for salaries. Members were informed of the remaining funds to implement strategies and actions to improve student achievement.

Resource Inequities

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

Yamato Colony School is not eligible for Comprehensive Support and Improvement (CSI) so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.8%	0.53%	3	4	3
African American	0.4%	%	0.36%	2		2
Asian	7.5%	9.0%	9.24%	39	47	52
Filipino	0.6%	0.8%	0.89%	3	4	5
Hispanic/Latino	86.3%	85.5%	84.37%	447	448	475
Pacific Islander	0.6%	0.4%	0.53%	3	2	3
White	3.7%	3.2%	3.73%	19	17	21
Multiple/No Response	0.4%	%	%	2		
Total Enrollment				518	524	563

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	112	113	114
Grade 1	70	93	100
Grade 2	81	68	90
Grade3	87	73	82
Grade 4	84	91	83
Grade 5	84	86	94
Total Enrollment	518	524	563

Conclusions based on this data:

1. Student enrollment has increased over the past 2 years. CBEDS (Oct. census date) shows an additional 55 students from 2015/16 to 2017/18.
2. Yamato's largest student group continues to be Hispanic at 84.4% in 2017/18.
3. The percentage of student groups have remained constant from 2015/16 and 2017/18.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	279	287	324	53.9%	54.8%	57.5%
Fluent English Proficient (FEP)	91	79	65	17.6%	15.1%	11.5%
Reclassified Fluent English Proficient (RFEP)	53	27	19	17.8%	9.7%	6.6%

Conclusions based on this data:

1. Yamato Colony's English Learner enrollment has gradually increased over the years. A significant number of English Learner enrollment occurred in 2017/18 with an additional 37 students.
3. The number and percentage of English Learners meeting the reclassification criteria has decreased due to the number of students not meeting the required academic achievement target/s.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1440.5	1442.8	1434.9	72
Grade 1	1464.0	1466.7	1460.6	65
Grade 2	1516.2	1512.0	1520.1	61
Grade 3	1499.5	1491.5	1507.0	44
Grade 4	1504.6	1496.7	1511.9	37
Grade 5	1524.6	1525.4	1523.3	29
All Grades				308

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	31	43.06	23	31.94	12	16.67	*	*	72
Grade 1	37	56.92	11	16.92	*	*	11	16.92	65
Grade 2	44	72.13	13	21.31	*	*			61
Grade 3	*	*	23	52.27	*	*	*	*	44
Grade 4	*	*	22	59.46	*	*	*	*	37
Grade 5	*	*	15	51.72	*	*	*	*	29
All Grades	132	42.86	107	34.74	40	12.99	29	9.42	308

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	29	40.28	28	38.89	*	*	*	*	72
Grade 1	43	66.15	*	*	*	*	*	*	65
Grade 2	48	78.69	*	*	*	*			61
Grade 3	13	29.55	19	43.18	*	*	*	*	44
Grade 4	16	43.24	14	37.84	*	*	*	*	37
Grade 5	19	65.52	*	*	*	*			29
All Grades	168	54.55	86	27.92	27	8.77	27	8.77	308

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	31	43.06	12	16.67	24	33.33	*	*	72
Grade 1	27	41.54	18	27.69	*	*	12	18.46	65
Grade 2	29	47.54	26	42.62	*	*	*	*	61
Grade 3	*	*	16	36.36	14	31.82	*	*	44
Grade 4	*	*	15	40.54	12	32.43	*	*	37
Grade 5	*	*	*	*	*	*	*	*	29
All Grades	99	32.14	97	31.49	71	23.05	41	13.31	308

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	40	55.56	29	40.28	*	*	72
Grade 1	50	76.92	*	*	*	*	65
Grade 2	34	55.74	26	42.62	*	*	61
Grade 3	*	*	25	56.82	13	29.55	44
Grade 4	*	*	24	64.86	*	*	37
Grade 5	*	*	17	58.62	*	*	29
All Grades	147	47.73	128	41.56	33	10.71	308

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	32	44.44	30	41.67	*	*	72
Grade 1	34	52.31	16	24.62	15	23.08	65
Grade 2	53	86.89	*	*	*	*	61
Grade 3	29	65.91	12	27.27	*	*	44
Grade 4	26	70.27	*	*	*	*	37
Grade 5	26	89.66	*	*			29
All Grades	200	64.94	76	24.68	32	10.39	308

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	35	48.61	32	44.44	*	*	72
Grade 1	40	61.54	14	21.54	11	16.92	65
Grade 2	40	65.57	19	31.15	*	*	61
Grade 3	*	*	27	61.36	12	27.27	44
Grade 4	*	*	28	75.68	*	*	37
Grade 5	*	*	17	58.62	*	*	29
All Grades	127	41.23	137	44.48	44	14.29	308

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	33	45.83	24	33.33	15	20.83	72
Grade 1	*	*	48	73.85	*	*	65
Grade 2	23	37.70	35	57.38	*	*	61
Grade 3	16	36.36	23	52.27	*	*	44
Grade 4	15	40.54	16	43.24	*	*	37
Grade 5	12	41.38	14	48.28	*	*	29
All Grades	108	35.06	160	51.95	40	12.99	308

Conclusions based on this data:

1. ELPAC assessment results show that students in grades 3rd-5th had the highest overall percentage performance in level 3, Moderately Developed.
2. Students in grades K-2 had the highest overall percentage in level 4, Well Developed.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
563	81.9%	57.5%	1.4%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	324	57.5%
Foster Youth	8	1.4%
Homeless	26	4.6%
Socioeconomically Disadvantaged	461	81.9%
Students with Disabilities	42	7.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	3	0.5%
Asian	52	9.2%
Filipino	5	0.9%
Hispanic	475	84.4%
Two or More Races	2	0.4%
Pacific Islander	3	0.5%
White	21	3.7%






Conclusions based on this data:

1. Yamato Colony services a large percentage of Hispanic students, 84.4%.
2. A significant percentage of students at Yamato Colony are English Learners, 57.5% and Socioeconomically Disadvantaged, 81.9%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Yamato's suspension rates shows the current performance at a low level and progress over time was maintained. The graphic display of performance level shows 4 segments corresponding to the green color. The green color is the second highest performance.
2. English Language Arts and Mathematics performance shows a low performance level in 2017 and progress overtime was maintained.
3. English Learner Progress and performance continues to be an area of need. In 2017/18, Yamato's English Learner enrollment was 57.5% or 324 students who spoke a language other than English.

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:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 24.7 points below standard Maintained 2.1 points 241 students	<p>English Learners</p>  Yellow 27.5 points below standard Increased 4.5 points 164 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 35 points below standard Maintained -0.8 points 192 students	<p>Students with Disabilities</p>  No Performance Color 132.2 points below standard Declined -10.1 points 21 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 1.9 points above standard Declined -7.5 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.4 points below standard Increased 5.3 points 202 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 6.8 points below standard 11 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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.2 points below standard Increased 21.7 points 97 students	35.7 points above standard Increased 20.2 points 67 students	22.3 points below standard Declined -4 points 73 students

Conclusions based on this data:

1. English Language Arts performance at the low status and over time a decline in performance for all students by 8.8 points.
2. The Hispanic group had the highest decline in performance change of 13.2 points.
3. English Language Arts performance declined for all subgroups with the exception of Asian. The Asian subgroup had an increase of 12 points and a status of Medium.

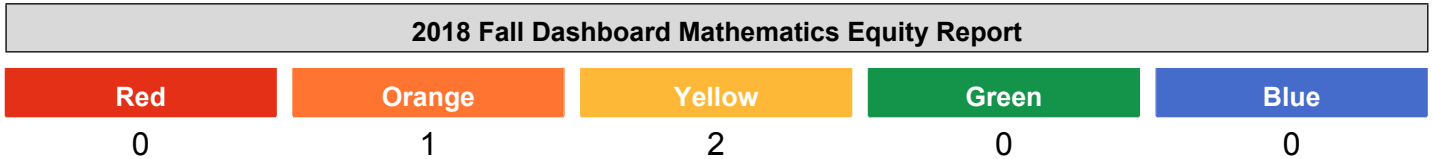
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 54.9 points below standard Maintained 0.6 points 241 students	<p>English Learners</p>  Yellow 56.5 points below standard Increased 5.6 points 164 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 64.9 points below standard Maintained -1.7 points 192 students	<p>Students with Disabilities</p>  No Performance Color 146 points below standard Declined -19.5 points 21 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 42.4 points below standard Declined -12.5 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 57.8 points below standard Increased 4.1 points 202 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 37.5 points below standard 11 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 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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.4 points below standard	17.6 points below standard	53.6 points below standard
Increased	Increased	Declined -10.5 points
15.9 points 97 students	15.5 points 67 students	73 students

Conclusions based on this data:

1. Mathematics performance at the low status and over time performance maintained for all students at an increase of 2 points.
2. Students with Disabilities (SWD) had the lowest Mathematics performance level with a decline in change of time of 6.5 points.
3. Yamato's Asian student group had an increase in Mathematics performance of 13.4 points compared to the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
308	42.9%	34.7%	13%	9.4%

Conclusions based on this data:

1. English Learner Progress low and progress over time in Mathematics was maintained with a slight increase of 1.8 points.
2. English Learner Progress low and progress over time in English Language Arts declined by 7.8 points.
3. Suspension rates for English Learners were at the low status with a minimal increase of .3%.

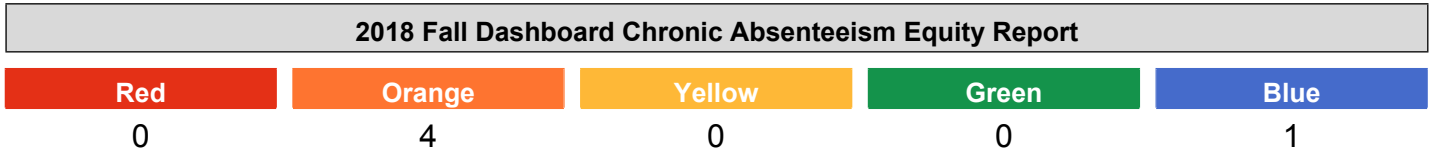
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.2% chronically absent Maintained 0% 593 students	<p>English Learners</p>  Orange 5.4% chronically absent Increased 0.6% 336 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
<p>Homeless</p>  No Performance Color 15.2% chronically absent Declined 1.5% 33 students	<p>Socioeconomically Disadvantaged</p>  Orange 7.3% chronically absent Increased 1.1% 490 students	<p>Students with Disabilities</p>  Orange 5.9% chronically absent Increased 0.5% 51 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Blue 1.8% chronically absent Declined 4.1% 55 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.2% chronically absent Increased 1% 498 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Declined 5.3% 23 students

Conclusions based on this data:

1. Yamato Colony students maintained a 6.2% in chronic absenteeism.
2. The majority of the students groups (English Learners, Socioeconomically Disadvantaged, Students with Disability, and Hispanic) had a slight increase in chronic absenteeism.
3. Asian and White student groups had a decline in chronic absenteeism ranging from 4.1% to 5.3%

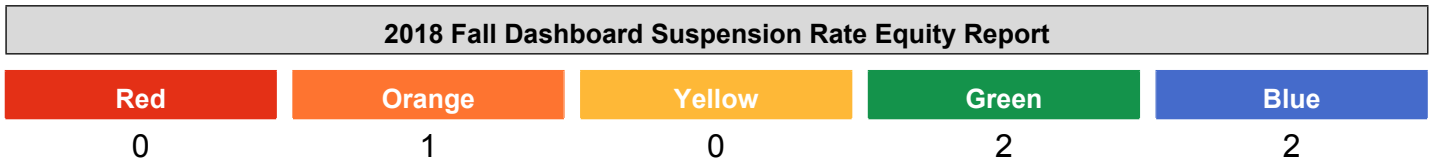
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Maintained -0.1%</p> <p>605 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0.3% suspended at least once</p> <p>Declined -0.6%</p> <p>341 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>9.1% suspended at least once</p> <p>11 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>2.9% suspended at least once</p> <p>Increased 2.9%</p> <p>34 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.6% suspended at least once</p> <p>Declined -0.3%</p> <p>500 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>5.8% suspended at least once</p> <p>Increased 4%</p> <p>52 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0% suspended at least once Maintained 0% 55 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6% suspended at least once Maintained 0% 508 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Declined -5.3% 24 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.7% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

1. Yamato's suspension rates were low and maintained. The school's performance level was at the green, the second highest level.
2. The Asian student group had zero suspensions.
3. An increase of suspensions was observed for the White student group. The data does not reveal duplicated students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #1: LUSD will create and expand conditions for teaching and learning through the implementation of Common Core with a focus on the essential competencies of Communication, Collaboration, Critical Thinking, Creativity and technology integration, ensuring our students are future ready.

LCAP GOAL #4: With a focus on closing the academic achievement gap before it widens, LUSD students will be supported in their learning of increasingly complex concepts through a tiered system of intervention. The focus of intervention will be literacy and math skills and success measured by student performance on classwork and on assessments.

Goal 1

The CAASPP ELA Average Scale Point (ASP) will increase on a yearly basis for the next 3 years (2020, 2021 and 2022) average of 6 scale score points and all students in grades 1-5 will increase STAR-AR grade level equivalency by 5 months or higher as measured by the Spring STAR-AR assessment.

Identified Need

According to the California Dashboard, approximately 50% of all students in grades 3th-5th are not performing at grade level as measured by CAASPP, ELA.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

END OF YR (EOY) STAR Assessment Results

2019 SPRING STAR-AR MEAN SCORE DATA

Gr.	2017-18	2018-19	Difference
1	1.5	1.7	+ .2
2	2.6	2.8	+ .2
3	3.3	3.3	same
4	3.8	4.2	+ .4
5	4.4	4.5	+ .1

An increase of students achieving Grade Equivalency (GE) or above on the Spring (EOY) STAR assessment.

Gr.	2020 SPRING
1	1.9 +
2	2.9 +
3	3.9 +
4	4.5 +
5	4.9 +

CAASPP English Language Arts (Schoolwide)

2019 CAASPP ELA Results, Grades 3-5

ELA % MET/EXCEEDED STANDARD

	2018	2019	Difference
3 RD	47%	50%	+ 3%
4 TH	41%	57%	+ 16%
5 TH	34%	37%	+ 3%

Based on the ASP distance for each grade level, students in grades 3-5 will increase achievement (exceeded/met) on the 2020 CAASPP ELA assessment by 6 scale scores or higher.

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

Strategy/Activity

Yamato Colony will continue to provide Literacy/Reading professional development to improve literacy/reading at all grade levels. On-site support will include demonstration lessons, team teaching, lesson design, and reflective conversations to discuss the delivery of the lesson and how instructional practices may be enhanced.

Collaborative Day trainings will be provided on a monthly basis focused on professional development in the area of reading. Grade level teams will meet frequently to design lessons, analyze data and create common formative assessments. Teachers will share student products/work and collaborate with colleagues to reflect and engage in discussions on the instructional impact and how to intentionally differentiate supports for all students.

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)
6,120	Title I 1000-1999: Certificated Personnel Salaries Teacher Release/Sub Costs
28,968	Title I 2000-2999: Classified Personnel Salaries Salary and Benefits for 2 Instructional Aides
144,460	Title I 1000-1999: Certificated Personnel Salaries Academic Coach Salary and Benefits
9,703	Title I 1000-1999: Certificated Personnel Salaries Institute Day- Certificated Salary Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Struggling/Intensive Students

Strategy/Activity

Extended Day services will be offered after school to support Struggling/Intensive. Students in the area of literacy/reading.

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)

15,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Extended Day Tutoring for Struggling/At Risk
Students

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.

Extended Day Services were provided to Struggling/Intensive Students) in grades 1-3 for a duration of approximately 6 months. All students (total of 42) made growth on Spring STAR AR compared to the Fall assessment. Each group made a minimum growth of a year or more.

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

A total of 9 staff members provided after school support to meet the needs of our Struggling/Intensive Students in reading for grades 1-3. As a result of the increase services, the budgeted expenditures exceeded the intended allocated amount for Extended Day Services.

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.

Extended Day Services will continue to be provided for our Struggling Students. For the 2019/20 school year, a unified focus on literacy has been identified to target instructional practices during the instructional day. Collaboration Days and Grade Level PDs have been identified to provide professional development opportunities to improve student performance in the area of literacy/reading.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #1: LUSD will create and expand conditions for teaching and learning through the implementation of Common Core with a focus on the essential competencies of Communication, Collaboration, Critical Thinking, Creativity and technology integration, ensuring our students are future ready.

LCAP GOAL #4: With a focus on closing the academic achievement gap before it widens, LUSD students will be supported in their learning of increasingly complex concepts through a tiered system of intervention. The focus of intervention will be literacy and math skills and success measured by student performance on classwork and on assessments.

Goal 2

The CAASPP Math Average Scale Point (ASP) will increase on a yearly basis for the next 3 years (2020, 2021 and 2022) an average of 21 scale score points.

Identified Need

According to the California Dashboard, approximately 50% of all students in grades 3th-5th are not performing at grade level as measured by CAASPP, Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																				
District Benchmarks, Math IABs	<p>2019 WINTER MATH IAB, GR. 1&2- ALL STUDENTS</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>2017-18</th> <th>2018-19</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>68.4%</td> <td>71.5%</td> <td>+ 3.1%</td> </tr> <tr> <td>2</td> <td>44.4%</td> <td>49.3%</td> <td>+ 4.9%</td> </tr> </tbody> </table> <p>2018-19 WINTER MATH IAB, GR. 3-5- ALL STUDENTS</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>Domain</th> <th>Above Standard</th> <th>Near Standard</th> <th>Below Standard</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Measurement and Data</td> <td>48.33%</td> <td>40.24%</td> <td>11.41%</td> </tr> <tr> <td>4</td> <td>Number and Operations</td> <td>42.11%</td> <td>40.79%</td> <td>17.11%</td> </tr> <tr> <td>5</td> <td>Number and Operations</td> <td>4.71%</td> <td>47.80%</td> <td>48.24%</td> </tr> </tbody> </table> <p>2017-18 WINTER MATH IAB, GR. 3-5- ALL STUDENTS</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>Domain</th> <th>Above Standard</th> <th>Near Standard</th> <th>Below Standard</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Number and Operations</td> <td>44.70%</td> <td>29.85%</td> <td>25.37%</td> </tr> <tr> <td>4</td> <td>Number and Operations</td> <td>14.63%</td> <td>46.34%</td> <td>39.02%</td> </tr> <tr> <td>5</td> <td>Number and Operations</td> <td>5.56%</td> <td>42.22%</td> <td>52.22%</td> </tr> </tbody> </table>	Gr.	2017-18	2018-19	Difference	1	68.4%	71.5%	+ 3.1%	2	44.4%	49.3%	+ 4.9%	Gr.	Domain	Above Standard	Near Standard	Below Standard	3	Measurement and Data	48.33%	40.24%	11.41%	4	Number and Operations	42.11%	40.79%	17.11%	5	Number and Operations	4.71%	47.80%	48.24%	Gr.	Domain	Above Standard	Near Standard	Below Standard	3	Number and Operations	44.70%	29.85%	25.37%	4	Number and Operations	14.63%	46.34%	39.02%	5	Number and Operations	5.56%	42.22%	52.22%	<p>2019/20 DISTRICT MATH BENCHMARKS & IABs- MEAN SCORE</p> <p>Students in grades 1 and 2 will increase performance on the District Math benchmarks/IABs by 10% and students in grades 3-5 will increase the percentage of students above standards by 12%.</p>
Gr.	2017-18	2018-19	Difference																																																			
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CAASPP Math Assessment Results	<p>2019 CAASPP Math Results, Grades 3-5</p> <p>MATH % MET/EXCEEDED STANDARD</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>3RD</td> <td>42%</td> <td>50%</td> <td>+ 8%</td> </tr> <tr> <td>4TH</td> <td>23%</td> <td>48%</td> <td>+ 25%</td> </tr> <tr> <td>5TH</td> <td>12%</td> <td>17%</td> <td>+ 5%</td> </tr> </tbody> </table>		2018	2019	Difference	3 RD	42%	50%	+ 8%	4 TH	23%	48%	+ 25%	5 TH	12%	17%	+ 5%	<p>Based on the ASP distance for each grade level, students in grades 3-5 will increase achievement (exceeded/met) on the 2020 CAASPP Math assessment by 21 scale scores or higher.</p>																																				
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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

Strategy/Activity

In the area of Mathematics, teachers will use the Mathematics Framework for their grade level and the abundance of resources (i.e. Appendices A-E) available to further understand the concepts and skills that students are required to master for each standard. Staff meetings and Collaborative Planning Days will be used to guide teachers through the process and emphasis on the importance of using the CRA (Concrete-Representational-Abstract) model. Next Generation Math will be an essential component to create a common assessment among each grade level to measure student progress over time. Furthermore, Next Generation Math will be used to support individual student needs. Materials and resources will be needed to support teachers in the area of Mathematics (i.e. Number Talks, strategies, etc.)

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)

5,200

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Sub Costs for Professional Development in
Math

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Struggling/At Risk Students in Math

Strategy/Activity

Extended Day services will be offered after school to support Struggling Students in the area of 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)

5,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Extended Day Tutoring to support Struggling
Students in Math

3,759

Title I
4000-4999: Books And Supplies
Math materials 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.

Extended day services in Math were provided to Struggling Students in 5th grade.

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

A limited number of 5th grade students participated in Math tutoring after school. Extended Day Services are needed to support Struggling Students in all grade levels.

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.

Work collaboratively with the District Math lead to offer professional development training to increase understanding of the framework and improve instructional practices to meet grade level standards in Math. In addition, extended day services in Math will be increased to service a larger number of students needing math support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #2: Students learning English as a second language will have increased access and support while in the core program as measured by participation in intervention and support services.

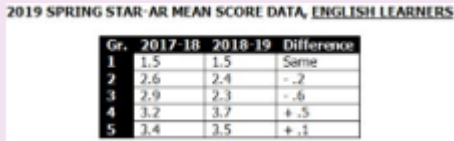
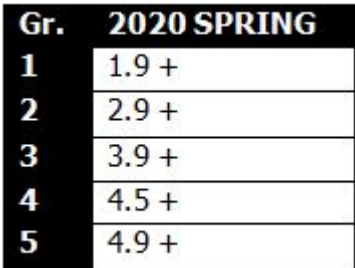
Goal 3

By May 2020, English Learners will demonstrate an increase of 5 months or higher on the Spring STAR-AR reading and comprehension assessment.

Identified Need

According to the California Dashboard, approximately 78% of English Learner Students in grades Kinder-5th are performing Moderately to Well Developed on the ELPAC, English Learner Assessment. 22% of our English Learners are Minimally to Somewhat Developed on their overall language performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																				
END OF YR (EOY) STAR Assessment Results for ENGLISH LEARNERS	 <table border="1"> <caption>2019 SPRING STAR-AR MEAN SCORE DATA, ENGLISH LEARNERS</caption> <thead> <tr> <th>Gr.</th> <th>2017-18</th> <th>2018-19</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.5</td> <td>1.5</td> <td>Same</td> </tr> <tr> <td>2</td> <td>2.6</td> <td>2.4</td> <td>-.2</td> </tr> <tr> <td>3</td> <td>2.9</td> <td>2.3</td> <td>-.6</td> </tr> <tr> <td>4</td> <td>3.2</td> <td>3.7</td> <td>+.5</td> </tr> <tr> <td>5</td> <td>3.4</td> <td>3.5</td> <td>+.1</td> </tr> </tbody> </table>	Gr.	2017-18	2018-19	Difference	1	1.5	1.5	Same	2	2.6	2.4	-.2	3	2.9	2.3	-.6	4	3.2	3.7	+.5	5	3.4	3.5	+.1	<p>An increase of students achieving Grade Equivalency (GE) or above for the SPRING (EOY) STAR assessment.</p>  <table border="1"> <caption>2020 SPRING</caption> <thead> <tr> <th>Gr.</th> <th>2020 SPRING</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.9 +</td> </tr> <tr> <td>2</td> <td>2.9 +</td> </tr> <tr> <td>3</td> <td>3.9 +</td> </tr> <tr> <td>4</td> <td>4.5 +</td> </tr> <tr> <td>5</td> <td>4.9 +</td> </tr> </tbody> </table>	Gr.	2020 SPRING	1	1.9 +	2	2.9 +	3	3.9 +	4	4.5 +	5	4.9 +
Gr.	2017-18	2018-19	Difference																																			
1	1.5	1.5	Same																																			
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2	2.9 +																																					
3	3.9 +																																					
4	4.5 +																																					
5	4.9 +																																					
RECLASSIFICATION RATE	2018/19 Reclassification rate was 15% or 80 students (An increase of 8.4% or 61 students)	2020 Reclassification rate will be 10%																																				

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, TK-5

Strategy/Activity

Professional development (i.e. Literacy/Reading and Math) and analysis of data (formative and summative) will be centered through the lens of English Learner support and academic performance.

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)

8,959

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Sub Costs for professional development to support ELs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Struggling/At Risk English Learners

Strategy/Activity

Extended day services tutoring for Struggling English Learners will be offered after school in the area of Reading/Comprehension and 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)

2,909

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Extended Day Tutoring for Struggling/At Risk English Learners

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

Instructional Aide to supplement support English Learners in the primary grades during the instructional day.

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)

14,484

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Salary and Benefits for 1 Part Time Instructional
Aide

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.

Extended Day Services were provided to Struggling/Intensive Students) in grades 1-3 for a duration of approximately 6 months. All students made growth on Spring STAR AR compared to the Fall assessment. Each group made a minimum growth of a year or more.

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

Additional classified staff was needed to support the large number of Struggling/Intensive Students not reading at grade level. As a result of the increase services, the budgeted expenditures exceeded the intended allocated amount for Extended Day Services.

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.

Extended Day Services will continue to be provided after school for Struggling/Intensive Students. STAR-AR data will be used to identify Struggling/Intensive Students as well as teacher recommendation. Based on the data, individual and/or grade level students will be identified to provide Extended Day Services after school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #3: LUSD students will be provided enrichment opportunities designed to promote growth in positive social skills, including self-confidence, collaboration, creativity, conflict resolution and empathy.

LCAP GOAL #4: With a focus on closing the academic achievement gap before it widens, LUSD students will be supported in their learning of increasingly complex concepts through a tiered system of intervention. The focus of intervention will be literacy and math skills and success measured by student performance on classwork and on assessments.

Goal 4

By March 2020, the Spring Climate Survey will show an increase of 3% or higher of students in grades 3-5 who feel happier at school and an increase of 5% who feel that they are treated fairly when they break school rules.

Identified Need

According to the 2019 Spring Student Climate Survey, 11% of students reported not feeling happy at this school.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SPRING PARENT CLIMATE SURVEY

LCAP PARENT SURVEY RESULTS			
SURVEY QUESTIONS	2018	2019	Difference
Parents felt that their ideas are listened to at school.	82%	85%	+ 3%
Parents felt that people in this school help my child with problems that happen at school.	87%	88%	+ 1%
Parents felt that the adults in the school care about the success of their child.	95%	96%	+ 1%
Parents indicated that this school provides a safe environment for my student.	97%	98%	+ 1%
I feel welcomed and respected by the adults that work at this school.	95%	99%	+ 4%
This school promotes academic success for all students.	94%	98%	+ 4%
I feel that my child is prepared to go to the next grade.	89%	96%	+ 7%

SURVEY QUESTIONS	EXPECTED GROWTH
Parents felt that their ideas are listened to at school.	88%
Parents felt that people in this school help my child with problems that happen at school.	90%
Parents felt that the adults in the school care about the success of their child.	98%
Parents indicated that this school provides a safe environment for my student.	Maintain 98%
I feel welcomed and respected by the adults that work at this school.	Maintain 99%
This school promotes academic success for all students.	Maintain 98%
I feel that my child is prepared to go to the next grade.	97%

SPRING STUDENT CLIMATE SURVEY

2019 STUDENT SURVEY RESULTS

89% of students reported feeling happy at this school. (Decrease of 2%)
 47% of students felt they were treated fairly when they break school rules. (Decrease of 21%)
 95% of students felt teachers and other adults at school believe that they can do a good job. (Decrease of 2%)
 87% of students felt teachers and other adults at school

2020 SPRING STUDENT SURVEY RESULTS

3% increase of students feeling happy at this school.
 5% increase of students feeling that they were treated fairly when they break school rules.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	cared about them. (Decrease of 4%)	

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 and TIER II Student

Strategy/Activity

Yamato students will be provided with a Multi-Tiered System of Support that will encompass Social Emotional Learning, Behavioral and Academics. The following supports will be implemented in 2019/20.

I. PBIS (Positive Behavioral Interventions & Supports)

- * Promote School-wide Behavior Matrix throughout the year
- * Positive Reinforcers (Classroom and Schoolwide by Trimester)- Positive Incentives
- * Monthly Recognition and Incentives for displaying the Character Trait for the Month
- * School-wide Behavior Assembly
- * Continue with Character Counts Club
- * Implement Check In Check Out (CICO), TIER 2 Behavior Intervention
- * Increase Second Step lessons

II. STUDENT LEADERSHIP TEAM

- * Continue with Yamato Student Council
- * Promote and encourage student voice and leadership skills
- * Schedule monthly Community Service events
- * Encourage students to become change agents
- * Advocate for the needs of ALL students

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)
750	Title I 5800: Professional/Consulting Services And Operating Expenditures Schoolwide Anti-Bully Prevention Assembly

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.

Yamato Colony School established it's Student Council to promote student leadership and community involvement. Various events and meetings were held throughout the year to increase student connectedness to staff and the school. To promote PBIS, assemblies were provided to increase awareness and stress positive behaviors. Monthly and Trimester assemblies were organized to provide incentives for positive behavior.

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

Limited number of students participated in Yamato's Student Council due to the number of elected positions offered. Efforts were made to increase the number of students in Student Council by nominating Class Representatives for grades 3-5.

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.

Student Council will continue for the 2019/20 school year. PBIS team will work collaboratively to implement Tier II Interventions to supports students who are needing intensive behavior interventions. Our Annual Anti-Bully Awareness Assembly will be offered to promote respect and kindness towards one another.

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	\$245,312.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,312.00

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	\$218,960.00
Title III	\$26,352.00

Subtotal of additional federal funds included for this school: \$245,312.00

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 (\$)
Base, Supplemental and Concentration, Lottery	\$4,340,658

Subtotal of state or local funds included for this school: \$4,340,658

Total of federal, state, and/or local funds for this school: \$4,585,970.

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
- 0 Secondary Students

Name of Members	Role
Alma De Luna	Principal
Melanie Ballard	Classroom Teacher
Adela Fuentes	Classroom Teacher
Lucy Carbajal	Classroom Teacher
Elidia Bonilla	Other School Staff
Eppie Fuentes	Parent or Community Member
Marcela Alvarez	Parent or Community Member
Paul Xavier	Parent or Community Member
Stephanie Arellano	Parent or Community Member
Erika Mendoza	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

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 June 4, 2019.

Attested:

Principal, Alma De Luna on June 4, 2019

SSC Chairperson, Eppie Fuentes on June 4, 2019