

2021-2022 School Plan for Student Achievement

School: GRIMMER ELEMENTARY SCHOOL
CDS Code: 01-61176-6000590
District: Fremont Unified School District
Principal: Judy Nye
Revision Date: March 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Judy Nye
Position: Principal
Phone Number: (510) 656-1250
Address: 43030 Newport Drive
Fremont, CA 94538
E-mail Address: jnye@fusdk12.net

The District Governing Board approved this revision of the SPSA on June 23, 2021.

Table of Contents

School Vision and Mission	3
School Profile.....	3
School and Student Performance Data	5
CAASPP Results (All Students)	5
Planned Improvements in Student Performance	23
School Goal #1	23
School Goal #2	25
School Goal #3	28
School Goal #5	31
School Goal #6	33
Summary of Expenditures in this Plan	35
Total Allocations and Expenditures by Funding Source	35
Total Expenditures by Object Type.....	36
Total Expenditures by Object Type and Funding Source	37
Total Expenditures by Goal	38
School Site Council Membership	39
Recommendations and Assurances.....	40

School Vision and Mission

GRIMMER ELEMENTARY SCHOOL's Vision and Mission Statements

Grimmer School Vision: Grimmer School Inspiring a Community of Lifelong Critical Thinkers

Grimmer School Mission: Grimmer Elementary works to provide a bully-free environment where all students can learn in a comfortable and safe place while still having fun. At Grimmer, students are humble to one and other and treat others equally every single day (6th Grade Class of 2019)

School Profile

Since 1957, Grimmer Elementary School has educated students in the historic Irvington area of Fremont. We are proud of our diverse student population, which in the last ten years has gone from primarily working class families to now mirroring the City of Fremont's cultural and economic diversity.

Fremont has quickly become part of Silicon Valley. As such, middle class families have moved into our boundaries to work in the high tech industry. We have welcomed students from overcrowded schools throughout the district. Many families from other neighborhoods in Fremont choose Grimmer or choose to remain at Grimmer for its inclusive atmosphere, diversity, and specialized programs enhancing the learning experiences of all students.

Grimmer is one of three schools housing our district's Spanish Dual Immersion program through which students become bilingual, biliterate, and on the path to achieving the California Seal of Biliteracy upon graduating from high school. We house a K-6 moderate special education program where students with special needs are mainstreamed at every opportunity with their typically developing peers. We continue to enroll a substantial number of students designated as English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth. These various programs allow all community members to recognize, accept, and celebrate our similarities as well as our differences.

It is this microcosm of the city that provides Grimmer the greatest pride and at the same time, the biggest challenges: to effectively educate students of all backgrounds and ability levels, and to close the achievement gap. It also provides opportunities in the form of supplemental funding under our school district's Local Control Accountability Plan (LCAP) for unduplicated students. To meet these challenges, we have spent the last six years developing our Professional Learning Community (PLC) and implementing a Multi Tiered System of Support (MTSS) to which we will formally add Positive Behavior Intervention Supports (PBIS) in the 2021/2022 school year.

Grimmer has been recognized for its work to close the achievement gap evidenced with the 2010 California Distinguished School Award. We have learned, however, through our journey that these achievements could not be sustained without a united community effort through our PLC. This work was recognized by the State of California once again with the 2020 California Distinguished School Award. Further, we feel that receipt of the 2016 California Gold Ribbon School Award and Title I Academic Achievement Award as well as being recognized as a Top Bay Area Public School for Underserved Students by the Bay Area nonprofit Innovate Public Schools in 2016, 2017, 2018, and 2019 is evidence of our continuing success as a PLC.

There are many additional initiatives that have led to our academic growth trends. In recent years, Grimmer has had three teachers named as Fremont Unified School District (FUSD) Teachers of the Year (2010, 2017 & 2019). Each has gone on to represent more than 2,000 FUSD teachers through the Alameda County Teacher of the Year program. This signifies the work of all staff members who are wholly committed to ensuring the success of all students.

Students, parents, and staff alike utilize techniques set out through our innovative anti-bullying and counseling programs. Decreasing truancy, suspensions, and maintaining the safe, caring community that we enjoy can be attributed to the continuation of these programs. They allow students to understand the meaning of bullying, give them concrete support and solutions to avoid bullying, and to be held accountable for bullying others. Substantial social and emotional support is provided to our students and families through our counselor's work with classroom teachers, students, parents, and staff.

Grimmer has organized student groups led by staff such as Conflict Managers, Student Council, and the Super Bear Club. These student groups arrange activities on campus for raising awareness to the needs of our school and the greater Bay Area community as well as to teach the value of kindness. They provide social and emotional support for students peer-to-peer.

Students and parents also enjoy the arts at Grimmer. Students in grades 4-6 participate in the Fremont Education Foundation sponsored after-school band program when it is available. Our school-wide Arts Block program is a seven-week visual and performing arts elective held in late spring with a focus on rigorous art-based writing projects.

In our Family Literacy Program offered in conjunction with Fremont Adult School, parents learn strategies to work effectively with their children at home to promote academic achievement. We also host Parent Cafe Meetings, Family Academic Nights, Coffee/Lunch with the Principal, as well as other meetings to assist parents in learning more about supporting their students' academic success on the pathway to college and career readiness. Parents have opportunities to participate in their children's education at school. Together, we work to build relationships and strengthen communication within the Grimmer community.

In summary, at Grimmer Elementary School, we strive to meet the academic, social, physical, and emotional needs of each child. We do this within a warm, safe, and child-centered environment. We believe that learning should be transferable to real-life situations and should involve communication and interaction among students, parents, school, and the community. Staff members are dedicated, nurturing, and supportive of students and their families and work hard to improve the academic achievement of all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	61	61	61	55	61	61	55	61	82.4	90.2	100
Grade 4	48	70	50	48	66	50	48	66	50	100	94.3	100
Grade 5	52	46	62	51	46	62	51	46	62	98.1	100	100
Grade 6	46	52	45	46	52	44	46	52	44	100	100	97.8
All Grades	220	229	218	206	219	217	206	219	217	93.6	95.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.4	2445.5	2438.1	18.03	34.55	34.43	19.67	27.27	18.03	29.51	14.55	22.95	32.79	23.64	24.59
Grade 4	2485.2	2499.2	2527.8	25.00	39.39	44.00	31.25	28.79	32.00	22.92	15.15	18.00	20.83	16.67	6.00
Grade 5	2522.2	2505.9	2552.2	27.45	17.39	41.94	29.41	36.96	29.03	25.49	17.39	19.35	17.65	28.26	9.68
Grade 6	2563.0	2560.6	2566.8	23.91	26.92	25.00	45.65	28.85	40.91	21.74	38.46	29.55	8.70	5.77	4.55
All Grades	N/A	N/A	N/A	23.30	30.59	36.87	30.58	30.14	29.03	25.24	21.00	22.12	20.87	18.26	11.98

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.39	37.04	32.79	47.54	44.44	44.26	36.07	18.52	22.95
Grade 4	22.92	34.85	42.00	52.08	46.97	54.00	25.00	18.18	4.00
Grade 5	31.37	21.74	41.94	47.06	58.70	46.77	21.57	19.57	11.29
Grade 6	19.57	26.92	22.73	63.04	42.31	56.82	17.39	30.77	20.45
All Grades	22.33	30.73	35.48	51.94	47.71	49.77	25.73	21.56	14.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.67	31.48	32.79	42.62	38.89	37.70	37.70	29.63	29.51
Grade 4	39.58	36.36	40.00	43.75	51.52	54.00	16.67	12.12	6.00
Grade 5	35.29	30.43	41.94	49.02	41.30	46.77	15.69	28.26	11.29
Grade 6	41.30	26.92	34.09	47.83	67.31	59.09	10.87	5.77	6.82
All Grades	33.01	31.65	37.33	45.63	50.00	48.39	21.36	18.35	14.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.48	25.93	21.31	75.41	59.26	59.02	13.11	14.81	19.67
Grade 4	20.83	24.24	32.00	62.50	60.61	60.00	16.67	15.15	8.00
Grade 5	19.61	17.39	27.42	68.63	58.70	61.29	11.76	23.91	11.29
Grade 6	26.09	19.23	22.73	67.39	73.08	70.45	6.52	7.69	6.82
All Grades	18.93	22.02	25.81	68.93	62.84	62.21	12.14	15.14	11.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.75	37.04	31.15	57.38	40.74	40.98	27.87	22.22	27.87
Grade 4	35.42	31.82	38.00	47.92	53.03	60.00	16.67	15.15	2.00
Grade 5	33.33	32.61	45.16	49.02	43.48	41.94	17.65	23.91	12.90
Grade 6	36.96	40.38	38.64	58.70	51.92	52.27	4.35	7.69	9.09
All Grades	29.13	35.32	38.25	53.40	47.71	47.93	17.48	16.97	13.82

Conclusions based on this data:

1. Participation rates for Grimmer were near 100% for 2018-19.
2. There was an increase in overall achievement for All Students in English Language Arts (ELA). The percentage of students at or above standards in ELA increased 4.71%.
3. While there was an increase in proficiency of approximately 7% for Reading and 3% for writing, we feel this should continue to be the area of focus for the coming year as there are still approximately 15% below standard in reading and nearly 16% below standard in writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	61	61	71	60	61	71	60	61	95.9	98.4	100
Grade 4	48	69	50	48	68	50	48	68	50	100	98.6	100
Grade 5	52	46	62	52	46	62	52	46	62	100	100	100
Grade 6	46	52	45	46	52	44	46	52	44	100	100	97.8
All Grades	220	228	218	217	226	217	217	226	217	98.6	99.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.2	2462.1	2460.8	19.72	33.33	39.34	30.99	25.00	21.31	18.31	21.67	14.75	30.99	20.00	24.59
Grade 4	2479.6	2500.3	2533.1	16.67	22.06	40.00	27.08	39.71	32.00	39.58	27.94	26.00	16.67	10.29	2.00
Grade 5	2549.6	2555.3	2572.0	36.54	32.61	51.61	32.69	32.61	20.97	21.15	28.26	12.90	9.62	6.52	14.52
Grade 6	2574.9	2549.5	2573.2	32.61	25.00	22.73	34.78	28.85	40.91	23.91	28.85	25.00	8.70	17.31	11.36
All Grades	N/A	N/A	N/A	25.81	27.88	39.63	31.34	31.86	27.65	24.88	26.55	18.89	17.97	13.72	13.82

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.35	40.00	49.18	33.80	33.33	19.67	40.85	26.67	31.15
Grade 4	31.25	42.65	64.00	39.58	36.76	18.00	29.17	20.59	18.00
Grade 5	50.00	39.13	59.68	30.77	36.96	24.19	19.23	23.91	16.13
Grade 6	43.48	34.62	50.00	43.48	40.38	34.09	13.04	25.00	15.91
All Grades	36.41	39.38	55.76	36.41	36.73	23.50	27.19	23.89	20.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.35	36.67	37.70	43.66	38.33	40.98	30.99	25.00	21.31
Grade 4	20.83	26.47	38.00	54.17	55.88	56.00	25.00	17.65	6.00
Grade 5	34.62	41.30	43.55	57.69	54.35	45.16	7.69	4.35	11.29
Grade 6	32.61	25.00	18.18	54.35	50.00	63.64	13.04	25.00	18.18
All Grades	28.11	31.86	35.48	51.61	49.56	50.23	20.28	18.58	14.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	41.67	49.18	46.48	43.33	32.79	30.99	15.00	18.03
Grade 4	20.83	36.76	44.00	54.17	50.00	44.00	25.00	13.24	12.00
Grade 5	26.92	36.96	40.32	57.69	52.17	45.16	15.38	10.87	14.52
Grade 6	34.78	21.15	25.00	47.83	51.92	65.91	17.39	26.92	9.09
All Grades	25.81	34.51	40.55	51.15	49.12	45.62	23.04	16.37	13.82

Conclusions based on this data:

1. There was an increase of 7.54% in overall achievement for All Students in the area of math.
2. A focus on mathematical concepts and procedures was moderately successful. The data shows that students near standard to above standard increased by 3.14%. However, there continues to be a need to focus on the nearly 21% who are below standard.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
481	46.4	30.4	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	146	30.4
Homeless	9	1.9
Socioeconomically Disadvantaged	223	46.4
Students with Disabilities	80	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.9
American Indian	1	0.2
Asian	128	26.6
Filipino	37	7.7
Hispanic	241	50.1
Two or More Races	11	2.3
Pacific Islander	5	1.0
White	45	9.4





Conclusions based on this data:

1. The number of Socioeconomically Disadvantaged students (SED), English Learners (EL), and Homeless students continue to decrease year-to-year. However, we continue to have 46.4% SED, 30.4% EL, and 1.9% Homeless students.
2. When further disaggregating the data, we find that these are the students requiring additional resources in our target areas of ELA, ELD, & Math.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Blue</p>		

Conclusions based on this data:

1. After review of the dashboard/data, there continue to be clear areas for improvement at Grimmer. Suspension rates and chronic absenteeism are areas of great concern.
2. While there are specific groups of students who continue to struggle with ELA and Math, we are proud to see a substantial overall increase in proficiency in these areas.

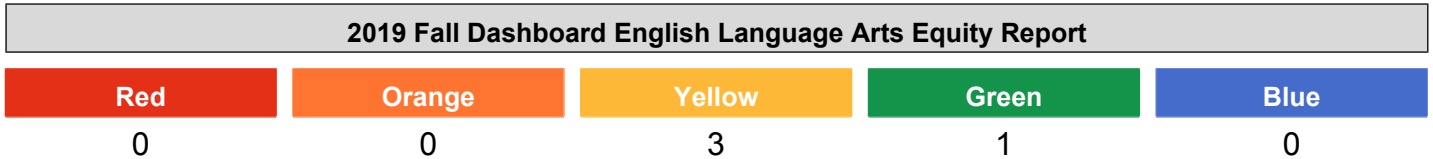
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>34.1 points above standard</p> <p>Increased Significantly ++19.9 points 228</p>	<p>English Learners</p> <p>Yellow</p> <p>0.1 points above standard</p> <p>Declined -3.6 points</p> <p>101</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.5 points above standard</p> <p>Maintained ++0.6 points</p> <p>124</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>7.1 points below standard</p> <p>Increased Significantly ++16.5 points 54</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 90.8 points above standard Increased Significantly ++17.8 points 54	 No Performance Color 65.5 points above standard Increased Significantly ++18.8 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 points above standard Increased ++6.6 points 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 38.8 points above standard Declined -7.6 points 18

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.1 points below standard Declined -10.4 points 39	39.3 points above standard Declined -7.4 points 62	43.4 points above standard Increased Significantly ++20.1 points 106

Conclusions based on this data:

1. With continued focus by student by standard through our MTSS Program, we have seen a significant increase in overall achievement in ELA.
2. While our EL students' scores declined slightly, it should be pointed out that 1/3 of our students in 3rd to 6th grades have had very little English instruction from Kindergarten to third grade because of their enrollment in our Spanish Dual Immersion (SDI) program. This could have some effect on the lower scores for our EL students enrolled in that program. We note that scores for SED stayed virtually the same while there was a significant increase in scores for Students with Disabilities.
3. Again, the data shows that our continued area of focus should be on increasing support in English Language Arts for Socioeconomically Disadvantaged students and our English Learners.

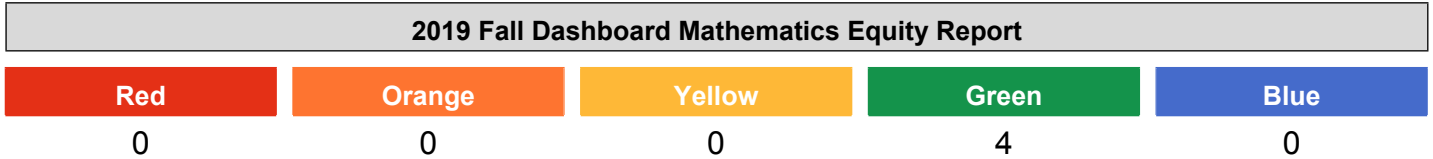
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 30.3 points above standard Increased Significantly ++20.2 points 228	<p>English Learners</p>  Green 6.3 points above standard Increased ++9 points 101	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Green 2.8 points below standard Increased ++7.9 points 124	<p>Students with Disabilities</p>  Green 19 points below standard Increased Significantly ++17.6 points 54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 94.5 points above standard Increased ++9.5 points 54	 No Performance Color 48.1 points above standard Increased ++3.1 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 0 points below standard Increased ++10 points 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 27.8 points above standard Maintained ++1.8 points 18

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
29.1 points below standard Increased ++9.9 points 39	28.7 points above standard Increased ++3.6 points 62	31 points above standard Increased ++9.1 points 106

Conclusions based on this data:

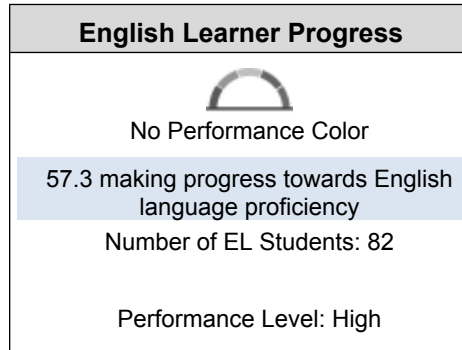
1. This year saw an increase in overall Math proficiency as well as an increase in every subgroup. We attribute this progress toward our addition of Math into our MTSS block where teachers are again adjusting instruction by student by standard.
2. While we have seen an increase in all student groups, we will continue to focus attention on the increased support of students who remain below standards in all areas especially those nearly 21% who struggle in mathematical concepts and procedures. We feel that this is the foundation for success in the other areas of problem solving and reasoning as well.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	23.1	4.8	52.4

Conclusions based on this data:

1. While 80% of EL students maintained or increased ELPI levels, we had 20% of students decrease one level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

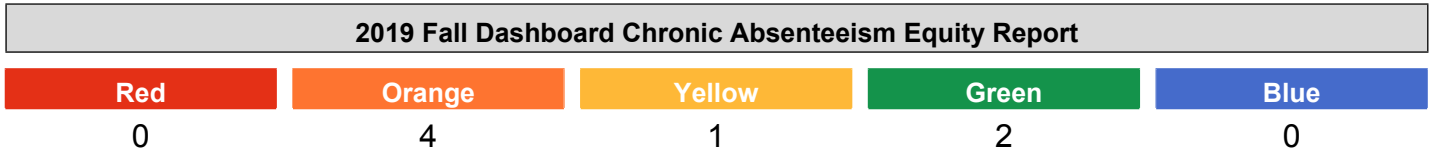
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.4</p> <p>Increased +0.5</p> <p>514</p>	<p>English Learners</p> <p>Orange</p> <p>7.1</p> <p>Increased +1.2</p> <p>155</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>33.3</p> <p>Increased +8.3</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>8</p> <p>Declined -2</p> <p>250</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>10.3</p> <p>Declined -0.6</p> <p>97</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.6 Increased +4.2 143	 Orange 5.3 Increased +0.5 38
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6 Declined -1.5 256	 No Performance Color 13.3 Increased +0.8 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 11.1 Increased +4.9 45

Conclusions based on this data:

1. Our two largest student groups and all ethnicity groups, with the exception of Hispanics, show an increase in absenteeism.
2. Based on this data, Chronic Absenteeism continues to be an area of concern, and will require additional interventions in the coming year.

School and Student Performance Data

Academic Engagement Graduation Rate

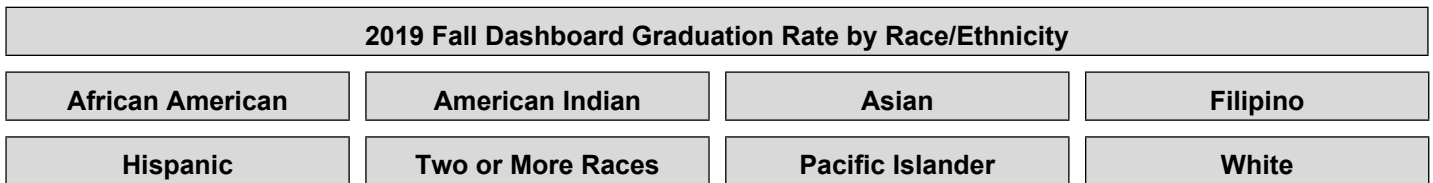
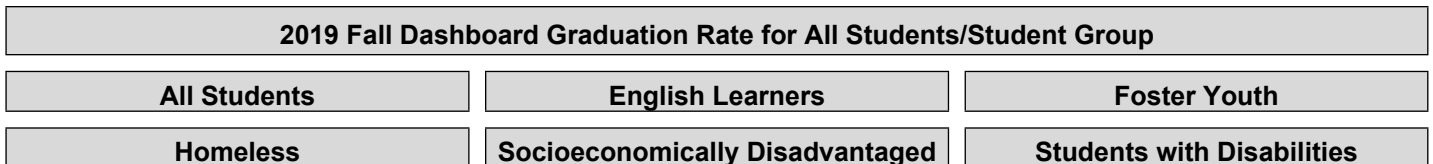
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

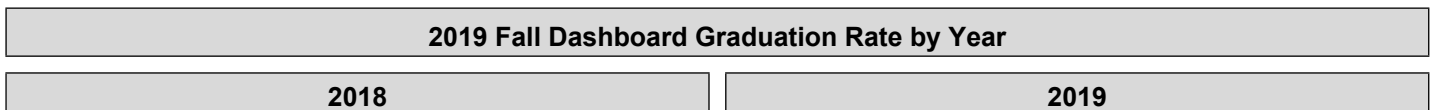
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



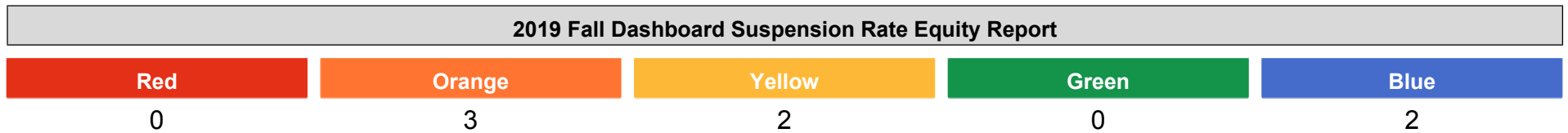
Green



Blue

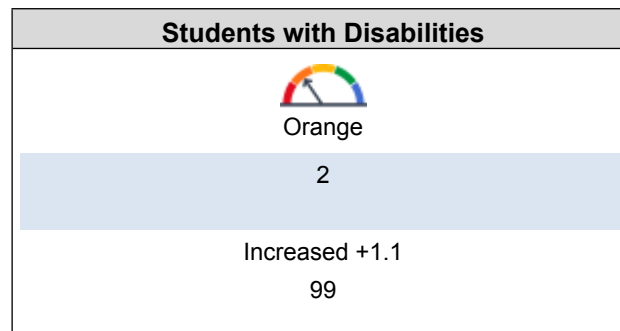
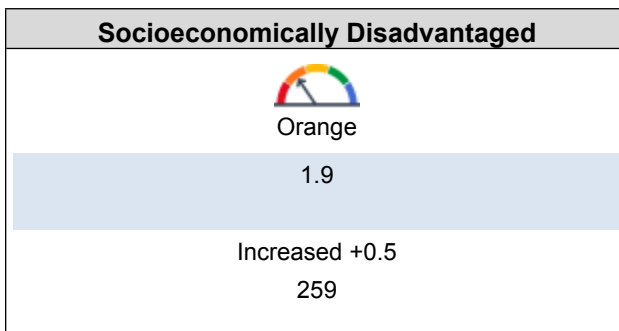
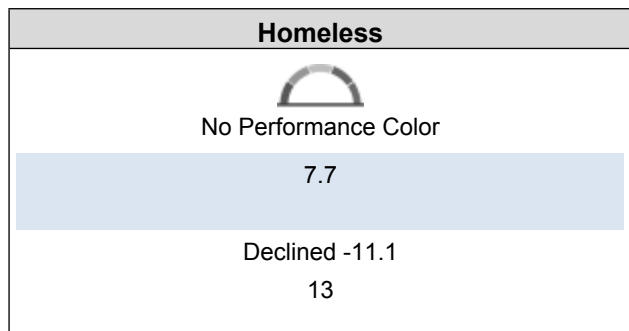
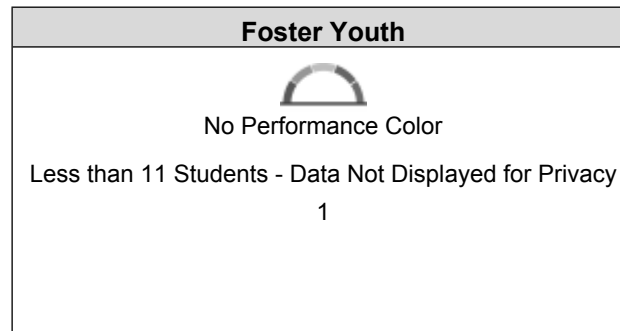
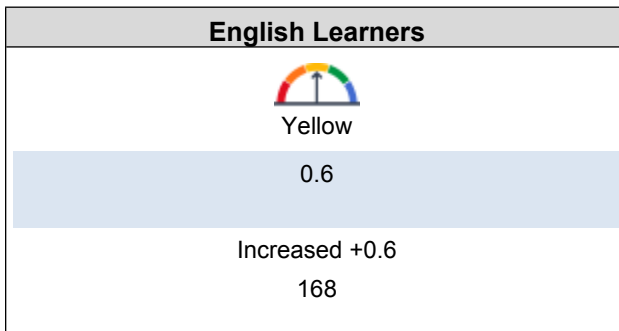
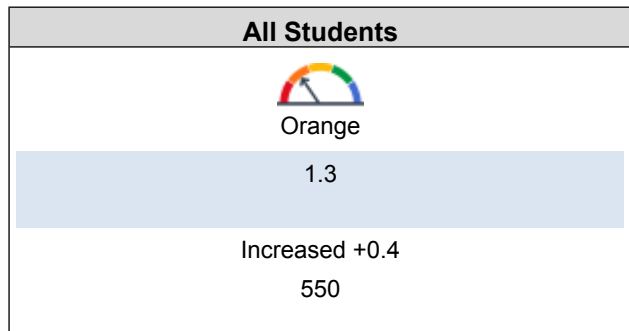
Highest Performance

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7 13	 No Performance Color Less than 11 Students - Data Not Available 1	 Orange 1.8 Increased +1.2 168	 Blue 0 Maintained 0 38
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined -0.3 263	 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data Not Available 5	 Yellow 2.1 Maintained +0.2 47

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1.3

Conclusions based on this data:

- Data show that suspensions have increased across all student groups with the exception of our Homeless students. There is a continued need for work with students in the area of social and emotional development/well-being.
- More targeted interventions will need to be created for the upcoming school year.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #1

LEA/LCAP GOAL:
Goal 1: Provide an educational environment that is conducive to learning.
SCHOOL GOAL #1:
By June 2022, All Grimmer students will participate in formal lessons to address Social and Emotional needs and to decrease Chronic Absenteeism a minimum of 5% (with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) as measured by counselor referrals, observations, and absenteeism data in the student information system.
Data Used to Form this Goal:
Daily review of absenteeism reports from our Student Information System (SIS). Coordination Of Services Team (COST) referrals, discussions, and follow up with students, teachers, and families.
Findings from the Analysis of this Data:
Chronic absenteeism has decreased across all student groups through distance learning. However, engagement has decreased in online classes and asynchronous activities, with few exceptions.
How the School will Evaluate the Progress of this Goal:
SIS chronic absenteeism reports, referrals to COST, MTSS Intervention.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
Continue: *Character Education Lessons /Assemblies *Super Bear Club (anti-bullying program) *Digital Citizenship Presentations *Conflict Manager Program *Social Lessons within classrooms, small social groups, and individual counseling - delivered by our school counselor *Positive Behavior Intervention	Certificated staff including counselor, classified staff, students, and parents	Behavior referrals Classroom Activities and Teacher Observation Kindness Council Participation Truancy records			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
Support (PBIS) program.					
Students will be referred to: *Grimmer COST Team *Elementary School Counselor when intervention is necessary.	School counselor, certificated staff, and classified staff	COST Referral spreadsheet/data tracking sheet			
Multi Tiered System of Supports (MTSS) targeting those who have shown higher incidents of absenteeism and/or behavior incidents.	All Staff and families	MTSS Data Analysis Sheets Behavior incident reports Principal referral forms Chronic absenteeism monthly reports			
Classroom lessons and school-wide targeting Social Emotional issues.	Classroom teachers, computer prep specialist, counselor, principal, and families.	Behavior incident reports Informal assessment data COST referral tracking			
Meaningful family/parent resource meetings are offered to the community in the evenings to cover topics such as cyberbullying/self-care/social media advice/guidance, Parent Cafe, Academic nights. etc. Dinner and babysitting services will be provided to encourage participation and to support families of Socioeconomically Disadvantaged and EL students. Cost included in School Goal #5	Classroom teachers, specialists, classified staff, principal, students, and parents.	Meeting agendas, sign in sheets & minutes			

School Goal #2

LEA/LCAP GOAL:
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.
SCHOOL GOAL #2:
By June 2022, reduce the number of at promise, Tier 3, students (with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) on the i-Ready ELA assessment and the Illuminate SLA assessment by 50%.
By June 2022, every student in grades 1-5 (with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) will achieve and/or exceed 100% of their Annual Typical Growth goal in the i-Ready ELA assessment or comparable growth goal set using the Illuminate SLA assessment, and a minimum of 70% of all students will reach their Annual Stretch Growth goal in the i-Ready ELA assessment or comparable Stretch goal set using the Illuminate SLA assessment.
By June 2022, proficiency on the ESGI ELA or SLA assessments for Kindergarten will increase by 3%.
Data Used to Form this Goal:
iReady ELA Diagnostic Assessment, Illuminate SLA Diagnostic Assessment, District benchmark assessments for priority standards, teacher created assessments.
Findings from the Analysis of this Data:
63% of students in 1st - 6th grades scored at mid or early grade level, 27% of students scored one grade level below standard, 11% of students scored two or more grade levels below standard on the iReady Diagnostic assessment for English language arts (ELA), and 63% of Grimmer Spanish Dual Immersion (SDI) students in 1st - 3rd grades receiving instruction in Spanish met or nearly met standards in Spanish Language Arts (SLA), 37% of SDI students did not meet standards in SLA.
How the School will Evaluate the Progress of this Goal:
Review of iReady and Illuminate summative assessments, as well as Site common formative assessments, site and District Common Core-aligned benchmark, formative, and summative assessments based on priority standards in ELA & SLA.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
Professional Development: three half-day Grade Level Release Days for each classroom teacher to Plan MTSS Lessons: District adopted, grade appropriate materials as well as district instructional guides will be fully utilized to teach the California Standards in Language Arts and ELD Standards with district-wide priority standards in mind. Focus on: What we want students to learn. Will	Classroom teachers, Specialists, substitute teachers, Classified staff, and principal	Common Formative Assessments District Benchmark Assessments Site & District Summative Assessments iReady & Illuminate Diagnostic Assessments	1000-1999: Certificated Personnel Salaries	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	4,969
			3000-3999: Employee Benefits	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	1,387

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
include differentiated instruction planning to meet the needs of our Hispanic, EL, SED, and SWD students.					
Extra duty pay Instructional Leadership Team (ILT) Meetings for certificated general ed and special ed staff.	Classroom teachers, Specialists, principal	Common Formative Assessments District Benchmark Assessments Site & District Summative Assessments	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo) LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	904 197
Site purchased, supplemental publisher software programs. RazKids.	Classroom teachers, Specialists, substitute intervention teacher, principal, students	Diagnostic assessments, common formative assessments, benchmark assessments, & summative assessments Utilize district provided and site purchased software programs for intervention and challenge activities within the MTSS model (RazKids) Intervention program diagnostic assessments and progress monitoring tools/assessments	5000-5999: Services And Other Operating Expenditures	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	2,000
Purchase engaging fiction and nonfiction literature to support classroom instruction.	Library Media Tech. (LMT), classroom and intervention teachers, students and parents.	Common Formative Assessments District Benchmark Assessments Site & District Summative Assessments	4000-4999: Books And Supplies	LCAP G2A5: Library Money	2,130
Additional .2 FTE Physical Education teacher to allow PLC teams to meet for 45 minutes each week within the instructional day for teacher collaboration. To analyzing priority standards and	Classroom teachers, Specialists, Classified staff, substitute teachers, principal, students	Diagnostic assessments, common formative assessments, district benchmark assessments, & summative assessments.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo) LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	19,049 5,317

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
<p>data, and to develop common formative assessments.</p> <p>Time to plan for implementation of MTSS (RtI) model, which will provide immediate, systematic supports for all students in the areas of math and language arts.</p> <p>Focus on: What will we do if they didn't learn it? and What will we do if they already know it?</p>					
<p>Full-time Instructional Para Educator for intervention services.</p> <p>Reading, Language Arts, ELD, & Math intervention support to English Learners and Students with Disabilities, SED students during differentiated instruction and universal access.</p>	Classroom teachers, Specialists, Instructional para educator, principal, students	Utilize district provided and site purchased software programs for intervention and challenge activities within the MTSS model Diagnostic assessments, common formative assessments, district benchmark assessments, & summative assessments	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo) LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo) LCAP G3A2: Intervention Funds LCAP G3A2: Intervention Funds	22,394 14,727 9,992 2,788

School Goal #3

LEA/LCAP GOAL:
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.
SCHOOL GOAL #3:
By June 2022, reduce the number of at promise, Tier 3, students (with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) on the i-Ready Math assessment.
By June 2022, every student in grades 1-5 (with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) will achieve and/or exceed 100% of their Annual Typical Growth goal in the i-Ready Math assessment, and a minimum of 70% of all students will reach their Annual Stretch Growth goal in the i-Ready Math assessment.
By June 2022, proficiency on the ESGI Math assessments for Kindergarten will increase by 3%.
Data Used to Form this Goal:
iReady Diagnostic Assessment, District benchmark assessments for priority standards, teacher created assessments.
Findings from the Analysis of this Data:
51% of students in 1st - 6th grades scored at mid or early grade level, 36% of students scored one grade level below standard, 13% of students scored two or more grade levels below standard on the iReady Diagnostic assessment for Math.
How the School will Evaluate the Progress of this Goal:
Review of iReady summative assessments, as well as Site common formative assessments, site and District Common Core-aligned benchmark, formative, and summative assessments based on priority standards in Math.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
Site purchased, supplemental publisher software programs. ST Math.	Classroom teachers, Specialists, substitute intervention teacher, principal, students	Diagnostic assessments, common formative assessments, benchmark assessments, & summative assessments Utilize district provided and site purchased software programs for intervention and challenge activities within the MTSS model (ST Math)	5000-5999: Services And Other Operating Expenditures	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	4,000

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
		Intervention program diagnostic assessments and progress monitoring tools/assessments			
<p>Professional Development: three half-day Grade Level Release Days for each classroom teacher to Plan MTSS Lessons: District adopted, grade appropriate materials as well as district instructional guides will be fully utilized to teach the California Standards in Math and ELD Standards with district-wide priority standards in mind. Focus on: What we want students to learn. Will include differentiated instruction planning to meet the needs of our Hispanic, EL, SED, and SWD students.</p> <p>(Cost incorporated into goal #2)</p>	Classroom teachers, Specialists, substitute teachers, principal, and students	Diagnostic assessments, common formative assessments, benchmark assessments, & summative assessments			
<p>Additional .2 FTE Physical Education teacher to allow PLC teams to meet for 45 minutes each week within the instructional day for teacher collaboration.</p> <p>To analyzing priority standards and data, and to develop common formative assessments.</p> <p>Time to plan for implementation of MTSS (Rtl) model, which will provide immediate, systematic supports for all students in the areas of math and language arts.</p> <p>Focus on: What will we do if they didn't learn it? and What will we do if they already know it?</p>	Classroom teachers, Specialists, Classified staff, substitute teachers, principal, students	Diagnostic assessments, common formative assessments, district benchmark assessments, & summative assessments.			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
(Cost incorporated into Goal #2)					
<p>Full-time Instructional Para Educator for intervention services.</p> <p>Reading, Language Arts, ELD, & Math intervention support to English Learners and Students with Disabilities, SED students during differentiated instruction and universal access.</p> <p>(Cost incorporated into Goal #2)</p>	Classroom teachers, Specialists, Instructional para educator, principal, students	<p>Utilize district provided and site purchased software programs for intervention and challenge activities within the MTSS model</p> <p>Diagnostic assessments, common formative assessments, district benchmark assessments, & summative assessments</p>			

School Goal #5

LEA/LCAP GOAL:
Goal 4: Establish partnerships with our families and community to increase academic success for all students.
SCHOOL GOAL #5:
By June 2022, there will be a 5% increase in family attendance/participation at school meetings and events (with a focus on families of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) as measured by sign in sheets.
Data Used to Form this Goal:
At the present time we have an average of 11 parents attending school meetings based on meeting sign in sheets and minutes. Additional information was provided based on call logs and polls.
Findings from the Analysis of this Data:
Attendance at our parent meetings has increased by approximately 10% this year. Based on polls, parents like the convenience of Zoom meetings.
How the School will Evaluate the Progress of this Goal:
Attendance, sign in sheets, Zoom reports for meetings. Increased academic performance. Contact logs kept by our Community Liaison and OA1.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
Continue to strengthen parent engagement by maintaining our Community Liaison position at .6. Liaison will work to; engage parents through increased communication, holding meaningful events, and providing regular opportunities for input to support our students especially our SED and EL students, and our Students with Disabilities.	Community Liaison, classroom teachers, specialists, classified staff, principal, students, and parents.	Meeting agendas, sign in sheets & minutes Attendance & behavior data Community Liaison records of contacts.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo) LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	40,594 21,954
Meaningful family/parent resource meetings are offered to the community in the evenings to cover topics such as cyberbullying/self-care/social media advice/guidance, Parent Cafe, academic nights. etc. Dinner and babysitting services (paid through discretionary funding) as well as the option to attend meetings via Zoom will be provided to	Classroom teachers, specialists, classified staff, principal, students, and parents.	Meeting agendas, sign in sheets & minutes			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
encourage participation and to support families of Socioeconomically Disadvantaged and EL students.					
<p>Student Study Team Meetings as a vehicle for communicating with families of Socioeconomically Disadvantaged, Hispanic, and/or EL students. Substitutes to cover classroom teacher participants.</p> <p>Coverage through teacher 37 hours extra duty.</p>	Classroom teachers, principal, students, and parents.	<p>Site & District Diagnostic assessments, formative, summative, and benchmark assessments</p> <p>Meeting agendas, sign in sheets & minutes</p>			

School Goal #6

LEA/LCAP GOAL:
Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.
SCHOOL GOAL #6:
By June 2022, all English Learners will improve one level as measured by the ELPAC Assessment.
Data Used to Form this Goal:
ELPAC summative assessment, district diagnostic assessments, and MTSS cycle data*.
Findings from the Analysis of this Data:
EL students continue to struggle on district summative assessments as well as on teacher created formative and summative assessments.
How the School will Evaluate the Progress of this Goal:
Quantitative and qualitative data gathered through our MTSS/ELD Block, ELPAC and diagnostic assessments.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
<p>Professional Development: three half-day Grade Level Release Days for each classroom teacher to Plan MTSS Lessons: District adopted, grade appropriate materials as well as district instructional guides will be fully utilized to teach the California Standards in Language Arts and ELD Standards with district-wide priority standards in mind. Focus on: What we want students to learn. Will include differentiated instruction planning to meet the needs of our Hispanic, EL, SED, and SWD students.</p> <p>ELD Coaches to conduct PD during Staff Meetings and/or ILT Meetings.</p> <p>*Budget included in goal #2.</p>	Classroom teachers, Specialists, substitute teachers, Classified staff, and principal	<p>*MTSS Cycle Data to include:</p> <p>Formative assessments</p> <p>Summative Assessments</p> <p>District Assessments</p> <p>ELPAC Annual Testing</p> <p>(Teacher created, included in curriculum)</p>			
Direct & differentiated classroom instruction, GLAD supports,	Classroom teachers, Specialists, principal	MTSS/ELD Block Data &			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
designated and integrated ELD lessons, PLC Team MTSS/ELD rotations, intervention services		Assessments			
<p>Full-time Instructional Para Educator for intervention services.</p> <p>Reading, Language Arts, ELD, & Math intervention support to English Learners and Students with Disabilities, SED students during differentiated instruction and universal access.</p> <p>(Cost incorporated into Goal #2)</p>	Classroom teachers, Specialists, Instructional para educator, principal, students	<p>Utilize district provided and site purchased software programs for intervention and challenge activities within the MTSS model</p> <p>Diagnostic assessments, common formative assessments, district benchmark assessments, & summative assessments</p>			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCAP G2A5: Library Money	2,130	0.00
LCAP G3A2: Intervention Funds	12,780	0.00
LCAP G3A6: High Needs Elementaries	137,492	0.00
Low Performing Student Block Grant		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP G2A5: Library Money	2,130.00
LCAP G3A2: Intervention Funds	12,780.00
LCAP G3A6: High Needs Elementaries (Grimmer, Brier,	137,492.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,922.00
2000-2999: Classified Personnel Salaries	72,980.00
3000-3999: Employee Benefits	46,370.00
4000-4999: Books And Supplies	2,130.00
5000-5999: Services And Other Operating Expenditures	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCAP G2A5: Library Money	2,130.00
2000-2999: Classified Personnel Salaries	LCAP G3A2: Intervention Funds	9,992.00
3000-3999: Employee Benefits	LCAP G3A2: Intervention Funds	2,788.00
1000-1999: Certificated Personnel Salaries	LCAP G3A6: High Needs Elementaries	24,922.00
2000-2999: Classified Personnel Salaries	LCAP G3A6: High Needs Elementaries	62,988.00
3000-3999: Employee Benefits	LCAP G3A6: High Needs Elementaries	43,582.00
5000-5999: Services And Other Operating	LCAP G3A6: High Needs Elementaries	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	85,854.00
Goal 3	4,000.00
Goal 5	62,548.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Judy Nye	X				
Laura Garcia			X		
Liliana Leon-Franco		X			
Elizabeth Katz		X			
Loretta Gallegos				X	
Lourdes Castro				X	
LaShay Thomas				X	
Yarly Gamboa				X	
Numbers of members of each category:	1	2	1	4	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 18, 2021.

Attested:

Judy Nye

Typed Name of School Principal

Signature of School Principal

Date

Laura Garcia

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date