School Year: **2020-21**

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
First Street School	31669516117493	October 28, 2020	November 3, 2020

Purpose and Description

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

Schoolwide Program

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

We build our school-wide yearly "focus areas' off of the district's LCAP and non-negotiables. Our focus areas are a site-based extension of our district goals. Title I and site supplemental funds are braided together to best serve the needs of our students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At the end of the 2019-20 school year, a parent survey via Google Forms was administered to parents. Special questions were also included to address COVID-19 related concerns/needs as we moved into the 2020-21 school year. The majority of our parents believe that First Street School provides a positive learning environment for their children. Some parents expressed an interest in having more affordable after school activities for their kids. Also, given the fact that we were closed at the end of the year due to COVID-19, many parents commented on their desire to have their kids return to school in the fall.

Classroom Observations

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

As part of our district PLC's collective commitments, the principal conducts focused walk-throughs to reinforce and monitor the targeted areas in the plan. Formal observations will also be conducted as part of the certificated personnel evaluation process. We are also continuing with year two of AVID implementation, auditing our math practices, and ELD strategies which involve classroom observations and targeted feedback. A focus of our school year was the book FOCUS by Mike Schmoker, which highlights the high-leverage instructional practices necessary for effective first instruction. To that end, my walkthroughs and observations centered on looking for the posting on the board of essential learning targets; guided practice; checking for understanding; adjustments to instruction/reteaching; and independent practice/assessment. Our teachers and students made substantial progress in these areas.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The staff and administration analyze SBAC and ELPAC results on a yearly basis to determine areas of needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program and iReady assessments three times a year. In addition to classroom-based, formative assessments, our teachers also administer and submit scores for the common assessments adopted by the district. All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement.

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

Staff meet weekly in professional learning communities to evaluate specific formative assessments, develop short-term and long-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals. In addition, the school's administration and leadership team have developed action plans to address student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified.

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

All teachers at First Street School are appropriately credentialed. They have access to each component of the core curriculum as well as supplemental materials used for intervention. Teachers deliver the curriculum so as to address the content standards and district pacing guides. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

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

The last five school years, the staff has worked closely with district curriculum coaches to address alignment of the curriculum to common core standards.

In an effort to effectively and efficiently implement the Common Core State Standards, the teaching staff at First Street School has engaged in professional development offered by the district and Placer County Office of Education. Each of the grade levels at First Street School continue to meet regularly and develop action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, collaboration time will be provided throughout the year. As part of the district and site focus, we will continue to train staff in Youth Development Institute (YDI) strategies, PBIS, TESS (direct instruction lesson design), and AVID methodologies. Site action plans were developed by the school's administration and leadership team; the plans will be used to guide our staff as we shift the focus from what teachers are teaching to what students are learning.

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

District peer coaches are available to work with teachers in English/Language Arts, math, ELD and science. The district coaches are trained in GLAD strategies, youth development through the Youth Development Institute (YDI), the TESS direct instruction model, and AVID; therefore, they will be able to assist our staff as we implement the GLAD, YDI strategies, AVID and TESS lesson design and delivery. The staff also receives assistance and support from PCOE curriculum experts. We are also working with an outside consultant to better understand the CA math framework and create more targeted lesson design and assessments. Due to the need for online distance learning, our teachers have also received extensive PD recently on various programs and practices for effective and meaningful virtual instruction.

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

All teachers participate in Professional Learning Communities weekly. Typically, our PLC day is Monday afternoon, but with our current COVID hybrid schedule, teachers have collaboration time available to them every afternoon as needed.

Teaching and Learning

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

We are in the process of aligning all core curriculum to Common Core State Standards. Our math adoption, EnVision by Pearson was selected because of its alignment to Common Core State Standards; since then, we have also discovered Ready Classroom Math and use that program as a supplemental material. Benchmark, our language arts adoption for K-3, was selected by a district committee based on its close alignment to state standards and because its different components meet the needs of our diverse student population. Currently, the district has worked with all schools to continue to develop curriculum for fourth and fifth grade that aligns to CCSS. District action teams were developed with representation from the different schools and work has been done on the development of unit maps, a pacing schedule and units of instruction that align closely to the CCSS. The district's curriculum coaches and teacher committees continue to work on the refinement/improvement of the unit maps. We have also purchased Ready Classroom math supplemental materials for grades 1st through 5th as well as Ready Common Core ELA materials for 4th and 5th. We are also utilizing more iReady diagnostic and online lessons for both math and ELA.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours. Due to the COVID-19 pandemic and the need for hybrid in-person and online instruction, our district-wide elementary in-school teaching day was condensed to 8:30-12:00, with some additional online teaching included afterwards to meet the required number of instructional minutes.

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

The district, with help of grade level teacher representatives, has developed a pacing guide which teachers use to guide their instructional scope and sequence. Intervention is offered throughout the day by teachers during Universal Access time; it is also enhanced by the use of instructional aides and Intervention Support Providers (ISP).

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

Benchmark and the ELA units developed by certificated staff include curriculum extensions for English Learners, for advanced student groups and for students with disabilities. To further accommodate the needs of English Learners our school uses Harcourt's Moving Into English. Frames for Fluency by Ballard & Tighe and English in a Flash by Renaissance Learning. Envisions Math by Pearson also offers extensions for special student populations. These materials are closely aligned to CCSS and are used as a basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: Ready Common Core and iReady by Curriculum and Associates, The Wright Skills, SRA reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

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

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction at their level. Through analysis of assessment results from iReady, ESGI, BPST, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as reading Intervention and math support. In non-COVID years, after school math tutoring and cross-age tutoring are also available.

Evidence-based educational practices to raise student achievement

In addition to the core curriculum, staff use the Sonday Reading Program, SIPPS (Systematic Instruction in Phonemic Awareness), Frames for Fluency, Focused Approach frontloading strategies and GLAD teaching strategies, core curriculum intervention and enrichment activities, and district adopted EL materials. Staff will use the TESS direct instruction model tor lesson design and classroom instruction. Recently, we have begun training our staff on AVID WICOR strategies and will continue to train more staff in the coming years, with the hope of being school-wide AVID by 2021-22.

Parental Engagement

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

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Family Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. after school program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School targeted after school math intervention three days per week. Students who attend the math tutoring have an opportunity to address skill deficits and complete their homework in a quiet environment, free from distractions and staffed with certificated personnel and high school tutors to assist those students in need of help. Lastly, we have Wellness Together, a contracted counseling group that is on our campus two days a week meeting one on one with our most at-risk students and in small groups with other students in need of socio-emotional support. Due to the COVID-19 pandemic, in-person student supports and parent trainings have been suspended. Virtual replacements are being offered when available and appropriate.

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

* ELAC
* School Site Council
* School Leadership Team

(For details, see Stakeholder Engagement section of SPSA)

Funding

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

Some of the services available at First Street School that are funded with categorical monies include: Intervention for underperforming readers in grades 1, 2, 3, 4, and 5; instructional aides to support small group intervention.

Fiscal support (EPC)

The site receives $47/student for general funds, LCFF Supplemental funds ($73,181 for this year), and lottery funds ($500/teacher). First Street also receives $138, 499 in federal Title I funds. The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

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

We have begun a more extensive process for reviewing school information with staff, district, and community stakeholders. At the end of the 18-19 school year, we put out a detailed budget review of our funding streams and expenses. That review also included a look ahead to some initial ideas and plans for the 19-20 school year. In 19-20, due to the COVID-19 closure, we were not able to to share out the same type of budget review, but we will again at the end of the 20-21 school year. In addition, a parent survey was conducted to get some feedback on how the community felt we were doing and where they would like to see some improvements and changes. As summer began, we reviewed the Fidelity Integrity Assessment with county facilitators and our Leadership Team to see where we had grown from the previous year and started setting goals for the 20-21 school year; we have made steady, incremental growth over the past two years. Typically, as summer concludes, we are given district focus areas and "non-negotiables", and we use that information to review and revise our own site focus areas to make sure we were addressing district expectations in conjunction with our own site goals. This year, again as a result of the focus shift to hybrid instruction, we are continuing to work off of the goals established for the 19-20 school year.

Resource Inequities

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

Currently, all of our programs have equal access to classroom technology and instructional support persons.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1433.3	1423.9	1424.4	1429.3	1454.1	1411.0	29	26
Grade 1	1479.0	1443.9	1466.8	1454.2	1490.7	1432.9	20	22
Grade 2	1486.1	1465.4	1478.6	1477.3	1492.9	1452.8	34	12
Grade 3	1483.2	1483.3	1464.0	1479.5	1501.9	1486.7	29	26
Grade 4	1496.7	1520.6	1486.9	1510.3	1506.0	1530.4	21	28
Grade 5	1490.5	1529.5	1467.3	1524.0	1513.1	1534.6	23	21
All Grades							156	135

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.38	7.69	*	46.15	*	46.15	*	0.00	29	26
1	*	0.00	*	40.91	*	45.45	*	13.64	20	22
2	35.29	8.33	58.82	33.33	*	50.00		8.33	34	12
3	*	3.85	*	46.15	41.38	34.62	*	15.38	29	26
4	*	17.86	52.38	53.57	*	25.00	*	3.57	21	28
5	*	19.05	52.17	47.62	*	28.57	*	4.76	23	21
All Grades	25.00	9.63	41.03	45.93	22.44	37.04	11.54	7.41	156	135

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	38.46	*	50.00	*	3.85	29	26
1	*	18.18	*	40.91	*	22.73	*	18.18	20	22
2	47.06	41.67	41.18	8.33	*	41.67		8.33	34	12
3	*	19.23	*	61.54	*	11.54	*	7.69	29	26
4	*	39.29	*	42.86	*	10.71	*	7.14	21	28
5	*	38.10	*	47.62	*	9.52	*	4.76	23	21
All Grades	32.05	25.93	36.54	42.96	17.95	22.96	13.46	8.15	156	135

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.72	15.38	*	30.77	*	46.15	*	7.69	29	26
1	*	0.00	*	9.09	*	68.18	*	22.73	20	22
2	*	0.00	50.00	25.00	*	50.00	*	25.00	34	12
3	*	0.00	*	23.08	37.93	65.38	*	11.54	29	26
4	*	10.71	*	53.57	*	28.57	*	7.14	21	28
5	*	0.00	52.17	28.57	*	61.90	*	9.52	23	21
All Grades	25.00	5.19	35.26	29.63	26.28	52.59	13.46	12.59	156	135

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.17	3.85	41.38	88.46	*	7.69	29	26
1	65.00	36.36	*	59.09		4.55	20	22
2	64.71	25.00	35.29	75.00		0.00	34	12
3	41.38	11.54	48.28	69.23	*	19.23	29	26
4	*	35.71	61.90	60.71	*	3.57	21	28
5	47.83	23.81	*	71.43	*	4.76	23	21
All	51.92	22.22	43.59	70.37	*	7.41	156	135

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	48.28	69.23	*	7.69	29	26
1	*	9.09	*	68.18	*	22.73	20	22
2	41.18	33.33	47.06	58.33	*	8.33	34	12
3	*	42.31	*	50.00	55.17	7.69	29	26
4	*	46.43	*	46.43	*	7.14	21	28
5	*	57.14	*	33.33	*	9.52	23	21
All Grades	30.77	35.56	39.74	54.07	29.49	10.37	156	135

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.38	0.00	51.72	92.31	*	7.69	29	26
1	65.00	0.00	*	72.73	*	27.27	20	22
2	*	0.00	64.71	66.67	*	33.33	34	12
3		0.00	65.52	65.38	*	34.62	29	26
4	*	10.71	57.14	67.86	*	21.43	21	28
5	*	4.76	65.22	85.71	*	9.52	23	21
All Grades	25.00	2.96	55.13	75.56	19.87	21.48	156	135

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.97	61.54	*	30.77	*	7.69	29	26
1	*	0.00	*	81.82	*	18.18	20	22
2	47.06	16.67	47.06	58.33	*	25.00	34	12
3	*	0.00	68.97	84.62	*	15.38	29	26
4	*	25.00	85.71	71.43	*	3.57	21	28
5	47.83	9.52	*	85.71	*	4.76	23	21
All Grades	40.38	20.00	51.92	68.89	7.69	11.11	156	135

Conclusions based on this data:

1. We are working with our district's EL TOSA to more closely monitor our EL's and give them more background information on what it means to be an EL and how they can work to be reclassified.
2. This past year, we did provided more education to teachers, students, and parents about what it means to be reclassified and the benefits of doing so. As a result, the number of our students who earned reclassification increased from the 18-19 school year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
439	**72.9**	**36.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	162	36.9
Foster Youth	3	0.7
Socioeconomically Disadvantaged	320	72.9
Students with Disabilities	52	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5
American Indian	2	0.5
Asian	7	1.6
Filipino	4	0.9
Hispanic	277	63.1
Two or More Races	8	1.8
Pacific Islander	2	0.5
White	134	30.5

Conclusions based on this data:

1. First St. School is a Title 1 school which is evidenced by the fact that our student population is 73% socioeconomically disadvantaged. Given that many students are potentially lacking in access to technology and academic support at home, we try and provide those tools and services here at school. We have accomplished our three-year goal of being a 1-1 student to Chromebook school and in non-COVID-19 years we offer various after school tutoring and support services for our students. We also spend much of our Title 1 funds on professional development for our staff, additional instructional aides, and parent education and support.

2. Aside from the challenges presented by our high socioeconomically disadvantaged student population, we also have a 63% Hispanic population - 37% of which are still identified as English Learners. To that end, we also are using some of out Title 1 funds to pay for a bilingual aide; we utilize the district-provided liaison frequently; we translate or purchase programs that translate documents forms and communication into multiple languages; and we

offer parent education nights in English and Spanish to provide access information to as many of our students and parents as possible.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We're doing a good job of engaging kids and informing parents about the importance of good attendance.
2. Academically, we not where we want to be yet, but we're moving in the right direction.
3. We believe that the improvement in suspension rate has a strong connection to our PBIS program and our practice of earlier intervention and building relationships with students through YDI practices.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

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

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
12.7 points above standard	15.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.1 points	Increased ++14.5 points	2
234	112	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	8 points below standard	59.7 points below standard
	Increased Significantly ++16.6 points	Increased ++9.9 points
	162	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		6	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
11.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	42.2 points above standard
Increased ++11.8 points	2	1	Increased ++8.7 points
141			79

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**
40.4 points below standard	60.1 points above standard	37 points above standard
Increased Significantly ++16.6 points	Increased Significantly ++16.7 points	Increased ++7.3 points
84	28	119

Conclusions based on this data:

1. We realize that we need to be more targeted with our Hispanic students, most of which are also EL's. We are working on a plan for supporting teachers in progress monitoring and instruction; we are also going to meeting with EL's by grade-level to discuss how the reclassification progress works and the benefits of being reclassified.
2. This past year, we did provided more education to teachers, students, and parents about what it means to be reclassified and the benefits of doing so. As a result, the number of our students who earned reclassification increased from the 18-19 school year.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
2.9 points below standard	28.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.5 points	Increased Significantly ++17.4 points	2
234	112	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	No Performance Color
	23.4 points below standard	73.4 points below standard
	Increased ++14.7 points	Increased Significantly ++21.2 points
	162	36

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 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 26.2 points below standard Increased Significantly ++18.3 points 141	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 30.1 points above standard Increased ++5.6 points 79

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**
42.3 points below standard Increased Significantly ++23.7 points 84	12.3 points above standard Increased ++4.8 points 28	19.6 points above standard Increased ++7.2 points 119

Conclusions based on this data:

1. We realize that we need to be more targeted with our Hispanic students, most of which are also EL's. We are working on a plan for supporting teachers in progress monitoring and instruction; this past year, we did provided more education to teachers, students, and parents about what it means to be reclassified and the benefits of doing so. As a result, the number of our students who earned reclassification increased from the 18-19 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.9 making progress towards English language proficiency
Number of EL Students: 102
Performance Level: Low

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
16.6	30.3	0.9	51.9

Conclusions based on this data:

1. There is a majority of our students who are either reclassified, ready to be reclassified, or nearing reclassification.
2. This past year, we did provided more education to teachers, students, and parents about what it means to be reclassified and the benefits of doing so. As a result, the number of our students who earned reclassification increased from the 18-19 school year.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
0.6	0.6	Less than 11 Students - Data Not
Declined Significantly -1.5	Declined -0.6	5
469	172	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0.9	0
3	Declined Significantly -1.7	Declined -6.3
	343	70

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
4	2	9	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
0.7	0	Less than 11 Students - Data	0.7
Declined -0.7	Maintained 0	2	Declined -3.6
290	11		147

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	0.6

Conclusions based on this data:

1. Though our suspension rate shows an increase, it still represents a small number of kids overall, many of which have since graduated.
2. Last year was the year that we began school-wide implementation of our PBIS "BEEP" rules. We saw a decrease in major referrals and very few suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

1 & 3

Goal 1

All students will achieve at high levels in English Language Arts and Mathematics.
All parents will be actively involved in their children's education.

Identified Need

We have identified through state assessments and even our own growth monitoring tools that we have room to grow in ELA and math, but especially in math. To that end, we are dedicating time and financial resources to better materials and staff professional development to help us better understand the math framework at each grade level. We believe a better understanding of the frameworks and more targeted assessments of essential standards will help us begin closing the achievement gaps we may have in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

(a) First Street School teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. The practices will include, but not be limited to: communicating clear learning objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) First Street School staff will participate in district coordinated curriculum mapping and calibration at each grade level that aligns instruction to Common Core State Standards SBAC assessment targets.

(c) First Street School will follow a district approved lesson pacing schedule and common assessment guide for each grade level. In addition to the district approved curriculum in math and ELA, we will also be using Ready Classroom Math to supplement our math instruction in grades 1st-5th.

(d) As part of the Professional Learning Community model, the teachers will continue to have weekly opportunities to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery based on curriculum-embedded assessment data.

(e) We will align AVID, GLAD, Visible Learning, and YDI strategies with TESS lesson design and delivery as a means of providing our students with effective first instruction based on the Common Core State Standards. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.

(f) In order to support the increased use of in-class technology use for programs such as iReady, Google Classroom, RAZ Kids, SeeSaw, FlipGrid, Kami, Pear Deck, robotics, etc., we are bringing in more Chromebooks to allow greater access for all of our students.

(g) To enhance our growth in the area of STEAM instruction, we have added robots and drones for use in science. Additional access time to these robots and drones will also occur in our GATE classes and as part of enrichment for students making above grade-level progress.

(h) In continued efforts to bolster the physical fitness of our students and add engagement to our physical fitness program during this COVID-19 period, we have again contracted with Sami's Circuit & Starstruck Showcase to offer virtual fitness and student motivation programs.

(1) Additional campus supervisor time for extended day kindergarten lunch coverage, though in this hybrid COVID schedule, we are not having a lunch period. Campus supervisors are being used as day long recess coverage to allow for smaller, more socially-distanced recess breaks.

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)
	LCFF-Supplemental (District Fund) None Specified Substitutes will be provided for teachers to be able to participate in site grade-level teams to continue work on curriculum mapping and calibration.
	LCFF-Base (District Fund) 4000-4999: Books And Supplies

	iReady, Raz Kids, Study Island, Flocabulary, Quizlet, Freckle and more are used by some of our teachers to monitor and support growth in reading and writing; SeeSaw and Pear Deck are used as a direct instruction delivery tool.
3510.31	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies CCSS aligned supplementary computer-based programs (Study Island, etc.) will be provided to teachers for use as part of our intervention efforts.
8000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Library books and materials.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies CCSS aligned supplemental instructional materials Ready Classroom Math to assist in the instruction of math in grades 1st-5th.
45373.72	Title I 4000-4999: Books And Supplies Chromebook technology made available to allow for use of online instructional, monitoring, and intervention/enrichment programs.
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies STEAM instruction through use of programmable robots, drones, coding equipment, etc.
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Staff were paid to come in during the summer (2020) to do training on online instructional tools and programs.
5000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Added campus supervisor time due to support recess breaks during COVID instruction..
6650	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Ongoing physical fitness enhancement. Sami's Circuit & Starstruck Showcase

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

(a) Attendance by four (4) staff members at the AVID Virtual Summer Institute and additional AVID trainings throughout the year to begin implementing school-wide AVID strategies; long-term goal is to implement AVID WICOR practices school-wide.

(b) In efforts to enhance math instruction, our teachers will met with a math consultant (Carin Contreras) by grade-level five times throughout the year to gain better understanding of the CA Math Framework, and they will be creating more closely standards-aligned unit assessments as a result.

(c) In order to enhance our movement into more STEAM instruction and provide more engagement and challenge for our GATE students, high achievers, and motivate all students, we have purchased drones & robots for science, STEAM learning through supported by district Tech Coordinator. Due to COVID restrictions, participation in Destination Imagination competitions will not take place this year.

(d) Instructional support materials such as headphones, computer mice, privacy dividers, etc. will be purchased to support focus during in-person and distance instruction.

(e) In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles.

(f) Due to COVID restrictions, 2nd-5th grade AVID college visitation field trips are on hold.

(g) Ongoing professional development through Curriculum Associates to enable staff to better utilize the Ready Common Core math materials and the iReady online program.

(h) Additional on-line instructional support materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Teachers will be provided with CCSS aligned materials and services to supplement the core curriculum.
5015.28	Title I 4000-4999: Books And Supplies In accordance with AVID strategies, organizational materials & supplies were

	purchased for each student based on predetermined grade-level organizational principles.
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Staff PD though Curriculum Associates (iReady & Ready Common Core)
2700	Title I 5000-5999: Services And Other Operating Expenditures AVID XP virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID practices school-wide.
1036.92	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Student agendas (School Date Books & School Specialties)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students/ELL's

Strategy/Activity

(a) First Street School teachers, supported by administration, will participate in weekly, collaborative PLC's to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

(b) First Street School will implement an intervention program for students not making progress toward meeting the standard in core areas. This program works in conjunction with the iReady diagnostic and online instruction program. Together, they will allow us to have a better picture of student progress and learning as well as allow us to provide better and more appropriate intervention. The program will be based on researched, standards-aligned best options.

(c) We have hired instructional aides, ISP, and are paying stipends to kinder teachers in order to have the staff necessary to deliver targeted intervention to all students who need it.

(d) First Street School will use all available resources to implement a multi-tiered system of intervention to support struggling learners. This includes copy and paper costs necessary to implement intervention program.

(e) First Street School will provide classroom teachers with the technology and necessary supplemental materials (paper, magazines, etc.) needed for students to access all learning opportunities

(f) First Street School will work closely with the director of supplemental programs & accountability and intervention specialist to ensure that proper intervention services are being provided for all unduplicated students not making adequate progress toward meeting specified learning targets.

(h) As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the Hispanic/English learner subgroup.

(i) To better meet the needs and close the achievement gap of our ELL students, we will be working with our district ELL TOSA to better track, train, and inform students on reclassification strategies and to better equip teachers to monitor and instruct their ELL 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)
74000	Title I 2000-2999: Classified Personnel Salaries Instructional aides (3 previous + 2 new hires) and ISP (1) to support classroom instruction and intervention
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures FSS teachers will use iReady as part of our student monitoring system.
20610.88	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries FSS Bilingual Aide
500	Title I 5000-5999: Services And Other Operating Expenditures Sonday Reading Intervention Training
3622.89	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Copy paper & Copy costs to support intervention programs
3000.00	Title I 1000-1999: Certificated Personnel Salaries Professional development and substitute costs
2500	Title I 1000-1999: Certificated Personnel Salaries

	SST Coordinator - Stipended Position for Jarma Jones

Strategy/Activity 4

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

During the 2018-19 school year, a need was identified to continue to bolster first instruction, both through delivery and access to necessary instructional tools and supports for teachers and students. The that end, we have added professional development and materials in the areas of AVID and the use of Ready Classroom Math/iReady programs, as well as reemphasizing basic, effective FAST framework teaching methodologies. We have also added Chromebooks to the point of being a 1-1 school so access to technology will never be an obstacle or barrier.

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

Purchasing materials, programs, and professional development is the easy part. The time necessary to fully understand and implement the strategies and tools provided is where we need the patience.

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

We will continue to develop and utilize tools to progress monitor the effectiveness of the first instruction practices and tools we are putting into place. This year's SPSA should reflect that added PD and materials, but the plan moving forward into 2020-21 is to not add more but give teachers the chance to become proficient in the new tools and strategies they are being and have been provided.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Acquisition

LEA/LCAP Goal

2

Goal 2

All English learners will increase at least one English language acquisition level as measured by ELPAC.

Identified Need

We have identified that while we are aware of which students are our EL's, we need to do a better job of tracking their progress, both individually and as a group. To that end, we have begun meeting each trimester by grade-level with our district EL TOSA (Teacher On Special Assignment) to track the progress of our EL's and make sure we are providing the necessary designated and integrated instructional support. We are also educating our EL's and parents on what "reclassification" means and the advantages of reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

(a) First Street School teachers will participate on district Action Teams as they develop curriculum maps and instructional guides for English language arts that are aligned with CCSS and SBAC assessment targets and that aligned to the new ELA/ELD. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

(b) As part of implementing the Professional Learning Community model, the school will use a consistent assessment and monitoring system for English language arts and mathematics with particular focus given to the English learner subgroup.

(c) Align research-based best practices (such as GLAD, AVID, Visible Learning strategies) with brain-based lesson design and delivery (such as TESS) as a means of providing our students, and in particular our English learners with effective first instruction. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.

(d) First Street School staff will research and make decisions regarding best options for supplemental resources for providing integrated and designated ELD to English learners in core areas.

(e) First Street School teachers, supported by administration, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum, and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

(f) Our teachers will continue to participate in training offered through the Placer County Office of Education; in particular training focused of best educational practices and research-based, evidence supported practices such as Universal Design for Learning.

(g) To better meet the needs and close the achievement gap of our ELL students, we will be working with our district ELL TOSA to better track, train, and inform students on reclassification strategies and to better equip teachers to monitor and instruct their ELL 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)
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies UDL and other PCOE student support trainings.
1200	Title I 1000-1999: Certificated Personnel Salaries FSS staff will be supported with research-based training and supplemental resources to provide ELD to our English learners. Sub costs/supplies related to three training days with Carrie Garbett.

Strategy/Activity 2

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

English learners

Strategy/Activity

(a) First Street School teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. The practices will include, but not be limited to the following: communicating clear learning objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where English learners are safe and actively engaged.

(b) First Street School teachers will provide integrated and designated ELD to English learners that is aligned to the ELA/ELD framework.

(c) First Street School administration will work closely with the director of supplemental programs & accountability and intervention specialist to monitor English learners' progress toward meeting learning/language targets.

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)
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Designated & Integrated ELD professional development for staff.

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

(c) First Street School teachers and administration will participate in "Walkthroughs" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners.

(d) First Street School teachers, supported by administration, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum, and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

(a)) First Street School teachers, supported by administration, will participate in weekly, collaborative PLCs to analyze common formative assessments data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, EDMS, and other relevant artifacts.

(b) First Street administration will collaborate with educational services to develop an English learner master plan to outline the appropriate structures, services and supports needed to ensure English learners' (and redesignated fluent English proficient learners') language attainment and academic achievement.

(c) Intervention Support Providers and instructional aides will work with ELs and RFEPs not making adequate progress toward meeting specified language/learning targets.

(d) First Street School administration will work closely with the director of supplemental programs & accountability and intervention specialist to ensure that proper intervention services are being provided for all ELs and RFEPs not making adequate progress toward meeting learning/language targets.

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)
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures First Street School teachers will be provided with the necessary materials and technologies to support our intervention programs.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

(a) First Street School teachers and support staff will receive ELD training to support their understanding of and ability to teach integrated and designated ELD to English learners within their respective roles.

(b) First Street School teachers and administration will be provided opportunities to participate in other, relevant professional development opportunities to support English learners' language acquisition and academic achievement.

(c) First Street School administration will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports.

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

Amount(s)	Source(s)
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures First Street teachers and administration will be provided with available training to support an ELD/ELA framework-aligned program.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Over the past two years, much time was spent identifying areas of need and developing plans on how to address those needs. One of the major areas identified was how best to identify, educate, and support our EL students and their families.

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

Materials and additional professional development in programs like AVID are helping us provide the necessary tools, organization, skills, rigor, and motivation needed to get our EL students to the goal of reclassification. Tools purchased to support all students are good also for our EL's, but not without more targeted support and progress monitoring. Based on some of the identified gaps in EL instruction last year, we are working with district personnel to make sure those gaps are closed.

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.

The main place those changes can be found in the SPSA are in our implementation of the AVID model and the dedicated time with our trained district EL TOSA and other district personnel to better identify and track the progress of our EL students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

5

Goal 3

By June of 2015, First Street School's attendance rate will increase to 97.14%. Our current baseline is 96.64%.

Identified Need

We want to help our students get on the road to college readiness in conjunction with efforts being made at the high school level. We have identified that many of our students come from families that have little to no experience with college. To try and support parents and students with college readiness, we have begun training staff on AVID principles and procedures. AVID is a program that works to get underrepresented groups to college. Along with the WICOR strategies at the heart of the AVID program, we also began sending our kids on college field trips, 2nd grade through 5th.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

This past summer we began staff training and site implementation of AVID strategies. See goal 1 for specifics.

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)

	See Goal 1 All actions/expenses allocated in Goal 1 also positively impact college & career readiness.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The educational background of many of our parents does not reach the college level. As such, we have noticed that many of our students do not know much about college, let alone how to become college eligible and ready.

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

Our goal this year, by bringing in AVID, is to provide our students with the necessary skills, knowledge, and mindset necessary to reach college and beyond. We are also taking students on college visits in grades 2nd through 5th so they can be educated, knowledgeable, and inspired in regards to college attendance.

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.

Adding AVID this year and the college visits is our first step towards educating and preparing our kids for the road to college. We will also be having a weekly "College Knowledge" update with information about a different college weekly!

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture & Climate

LEA/LCAP Goal

4

Goal 4

Utilizing programs like Youth Development Institute (YDI) and Positive Behavior, Intervention, & Supports (PBIS) to strengthen staff-student relationships and build a positive school culture and climate.

Identified Need

Teacher-student relationships and student satisfaction with the overall school program are statistically proven to enhance student achievement. We continue to promote and practice YDI (Youth Development Institute) principles in terms of how we relate to students, how students relate to each other, and how we interact with our community as a whole. We are also in the implementation year (year 2+) of our PBIS (Positive Behavior, Intervention, and Supports) program. PBIS is built on the philosophy of teaching rules and behaviors by focusing on and recognizing the positive actions of our students. It also involves clear, meaningful, and appropriate consequences when necessary, and tracking behavior data to support student intervention and school-wide behavior challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

(a) First Street School teachers will continue to participate in Youth Development Institute training when offered by the district.

(b) First Street School will implement the youth development supports and opportunities plan that was developed to ensure safety, relationships, engagement, community involvement, and skill building for youth.

(c) First Street school will participate in coaching and other supports provided by the district to ensure success in implementing the development supports and opportunities.

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)
	LCFF-Base (District Fund) None Specified A group of teachers and the school principal were trained in YDI in the summer of 2015; a second group of teachers were trained in the summer of 2016. As additional training is offered, more staff will participate.

Strategy/Activity 2

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

All Students

Strategy/Activity

(a) We are in year two+ of PBIS implementation. The purpose of the program is to establish consistent school-wide behavioral expectations and positive reinforcements. It is also a means establishing positive behavioral interventions supports.

(b) EduClimber behavior data tracking program to monitor effective program implementation and areas of need.

(c) To fully implement the program, additional training, materials, assemblies, etc. need to be purchased.

(d) Student incentive trip for positive behavior and good 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)	Source(s)
4,000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Substitute teachers for PBIS training (2 training days & 6 subs)
3,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	Program implementation materials, assemblies (Bucketfillers, Touch of Understanding), guest speakers, banners, signs, student incentive cards, etc.
10000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Socio-Emotional Learning Program
1000	Title I 5000-5999: Services And Other Operating Expenditures Incentives/rewards for positive behavior and academic performance.
500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Trauma Informed PBIS Training through PCOE

Annual Review

SPSA Year Reviewed: 2019-20

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.

We are in year 4 of YDI and year 2+ of PBIS implementation. We have noticed a positive upswing in students' attitudes about school as well as a decrease in disciplinary actions.

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

We have had the funding necessary to implement the programs to the level desired.

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.

Each of the subsequent years we will be completing tier II & beginning tier III of PBIS implementation. We also hope to go through Love & Logic training in the not so distant future.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Environment

LEA/LCAP Goal

5

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

Identified Need

Based on our demographics, we know that not all of our students and families have the same access to technology as other kids in our district. Because of that, we feel it is our responsibility to make sure kids have adequate access to technology, both in the form of hardware and software necessary to keep them on par with other kids throughout the district.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

(a) First Street School teachers will be provided with the necessary technology to enable them to provide their students with a 21st century learning environment.

(b) First Street School will implement the district standard for technology to ensure all students have equitable access to all areas of the curriculum.

(c) Technologies at First Street School will be updated, replaced or added in order of priority.

(d) Rosetta Stone language software and headphones for student language enrichment.

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)
4500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies STEAM materials to support instruction in our GATE classes ($1,500 per class).
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Headphones for Rosetta Stone.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Our goal was/is to make technology available to all students so they have access to instructional programs as well as developing a proficiency with technology.

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

As is the case with technology, it is always a challenge to keep up with teacher PD, new technology and programs, and hardware upkeep.

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.

Ongoing PD for staff to help build their proficiency which will allow for student exposure and effective first instruction at a greater level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

1, 2 & 5

Goal 6

Identified Need

Communication with our families can sometimes be challenging because of their access to technology and the fact that many have a primary language other than English. Due to that fact, we do everything we can to make information available in multiple ways and in multiple languages. Also, we want to make sure our families have the tools and information necessary to help support their students academically, behaviorally, and socio-emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

(a) First Street School will continue to implement components of the YDI plan referring to increased parent involvement (ie. Sami's Circuit Virtual Family Nights and other school and PTC-sponsored events).

(b) First Street School will address the identified needs in the needs assessment survey completed by the school's English Learner Advisory Committee.

(d) First Street School will work to make information more available to families through district School Messenger and Peachjar programs, as well as through the implementation of a bilingual school newsletter (Roadrunner Weekly) and new school App.

(e) First St. School will host virtual "Parent Informational Nights" to help keep parents informed on current issues and resources available to support parenting.

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)
400	TItle I - Parent Involvement 5000-5999: Services And Other Operating Expenditures We will contract with Wellness Together to identify and lead two bi-lingual informational nights for parents,
	TItle I - Parent Involvement 5000-5999: Services And Other Operating Expenditures Virtual "Family Fitness Nights" with Sami's Circuit.
	LCFF-Supplemental (District Fund) None Specified ELD and other courses are (for parents) offered through the district's continuing education program.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies We have purchased a newsletter writing program (S'more) which allows us to send out our Roadrunner Weekly in multiple languages.
547.80	TItle I - Parent Involvement 4000-4999: Books And Supplies We have purchased a school App (School Apptitude) that will allow us to reach families through the use of their smartphone (partial purchase)
405.20	TItle I - Parent Involvement 2000-2999: Classified Personnel Salaries We have paid classified staff to work virtually to sign parents onto the Parent Portal and help support our Parent Info Nights.

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

Strategy/Activity

(a) First Street School will participate in the development of a comprehensive district parent involvement plan that includes tenets for two-way communication.

(b) First Street School will continue to provide students with agendas or folders to facilitate two-way communication with our families.

(c) First Street School will participate in an end of the year bilingual parent survey to better inform of us of parent needs, interests, and concerns.

(d) First Street School will employ Illuminate and other online grading programs to support parents in accessing student learning information online and in communicating with teachers and administration.

(e) First St. School administration and teachers will keep their websites up to date to facilitate parent tracking of student work and activities.

(f) First St. School will purchase school calendar magnets for family home use.

(g) First Street School will work closely with the parent/school/community liaisons to improve communication between school and home.

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

Amount(s)	Source(s)
250	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures First Street school teachers will use Illuminate and other programs (Jupiter Ed) as a means of communicating with parents.
	Title I 4000-4999: Books And Supplies First Street School Students in 3rd-5th grades will receive an agenda or a folder to facilitate two-way communication with families. See goal 1 for cost details.
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries Communication between school and home will improve as well as parent involvement.
	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Calendar magnets for family home use.

Strategy/Activity 3

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

Strategy/Activity

(a) First Street School will participate in the development of a comprehensive district parent involvement plan that includes tenets for community involvement.

(b) First Street School will be part of a system that collects data around community involvement.

(c) First Street School will continue to seek out partnerships with organizations such as SCHOOLS, PAL, Rotary, Lions, Kiwanis, etc. to ensure all students' achievement and success.

(d) First Street School will continue to solicit parent volunteers to support student learning and school projects as is safe and acceptable within COVID protocols.

(e) First Street School will work closely with the parent/school/community liaisons to increase parent involvement in our school.

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)
	None Specified None Specified First Street School will work toward developing new community partnerships and strengthening existing ones.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Our goal was/is to make technology available to all students so they have access to instructional programs as well as developing a proficiency with technology.

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

As is the case with technology, it is always a challenge to keep up with teacher PD, new technology and programs, and hardware upkeep.

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.

Ongoing PD for staff to help build their proficiency which will allow for student exposure and effective first instruction at a greater level.

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	73,181.00	0.00
Title I	135,289.00	0.00
TItle I - Parent Involvement	1353.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	73,181.00
Title I	135,289.00
TItle I - Parent Involvement	1,353.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,700.00
2000-2999: Classified Personnel Salaries	100,016.08
4000-4999: Books And Supplies	87,106.92
5000-5999: Services And Other Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	4,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	25,610.88
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	36,170.12
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	7,400.00

1000-1999: Certificated Personnel Salaries	Title I	6,700.00
2000-2999: Classified Personnel Salaries	Title I	74,000.00
4000-4999: Books And Supplies	Title I	50,389.00
5000-5999: Services And Other Operating Expenditures	Title I	4,200.00
2000-2999: Classified Personnel Salaries	TItle I - Parent Involvement	405.20
4000-4999: Books And Supplies	TItle I - Parent Involvement	547.80
5000-5999: Services And Other Operating Expenditures	TItle I - Parent Involvement	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	183,520.00
Goal 2	1,200.00
Goal 4	18,500.00
Goal 5	5,000.00
Goal 6	1,603.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Rey Cubias	Principal
Justina Garcia	Parent or Community Member
Victoria Marquez	Parent or Community Member
Lucia Nava	Parent or Community Member
Wendi Pineschi	Parent or Community Member
Laura Cox	Parent or Community Member
Sue Wagner	Classroom Teacher
Marilu Sanchez-Okusako	Classroom Teacher
Tracy Pellegrino	Classroom Teacher
Maria DeSantiago	Other School Staff
Sonia Shibla	Parent or Community Member
Cecilia Sanchez	Other School Staff

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 10/28/2020.

Attested:

Principal, Rey Cubias on 10/28/20

SSC Chairperson, Wendi Pineschi on 10/28/20