

School Year: **2019-20**

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 |
|---------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Gateway Elementary School | 15-73742-6110712 | December 19, 2019 | January 16, 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.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is

reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2019:

Back to School Night- Welcome student, parents, and teachers back to school.

Title 1 Parent Involvement- Our Gateway community is informed about the services provided with Title 1 funds such as the Title 1 interventions specialist, collaborations, interventions, computer lab paraprofessional, and parent involvements such as volunteers, Family Nights, and Positive Behavior Intervention Supports Rewards.

Parent Teacher Organization meeting that discusses ways for parents to become active members for the school and students.

September 2019:

School Site Council Training

The implementation of Professional Learning Communities through grade-level collaboration provides teachers to tailor instruction to students needs by creating Common Formative Assessments (CFAs) as a grade level. These results are used to form groups for intervention and enrichment.

October 2019:

School Site Council- first meeting after elections

Grade Level Collaboration- Each grade level participates in a Child Study meeting where data is collected on each students academics, social-emotional learning is discussed with the school counselor, and Student Assistance Team planning is articulated among all grade-level partners.

November 2019:

School Site Council- draft of the Single Plan for Student Achievement.

Grade Level Collaboration

December 2019:

School Site Council- finalize Single Plan for Student Achievement

English Language Advisory Committee

Grade Level Collaboration

January 2020:

School Site Council- Safety Plan and 2019 California Dashboard data

Grade Level Collaboration- Present the California Dashboard data of our school

February 2020:

Grade Level Collaboration

March 2020:

Grade Level Collaboration

April 2020:

School Site Council- draft of Title 1 Parent Survey

Grade Level Collaboration

May 2020:

School Site Council- analyze data of Title 1 Parent Survey and disseminate information to the Gateway stakeholders. Report on the progress of student achievement.
Grade Level Collaboration

Resource Inequities

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

Not applicable at this school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 1.2% | 1.01% | 1.26% | 5 | 4 | 5 |
| African American | 5.3% | 5.03% | 5.53% | 22 | 20 | 22 |
| Asian | 3.1% | 1.26% | 1.26% | 13 | 5 | 5 |
| Filipino | 1.5% | 0.75% | 1.51% | 6 | 3 | 6 |
| Hispanic/Latino | 26.0% | 28.39% | 29.15% | 108 | 113 | 116 |
| Pacific Islander | 0.2% | 0.25% | 0.5% | 1 | 1 | 2 |
| White | 56.1% | 54.52% | 53.27% | 233 | 217 | 212 |
| Multiple/No Response | % | 0.25% | 0.25% | | 1 | 1 |
| Total Enrollment | | | | 415 | 398 | 398 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Kindergarten | 75 | 68 | 66 |
| Grade 1 | 83 | 63 | 65 |
| Grade 2 | 55 | 85 | 62 |
| Grade3 | 64 | 54 | 82 |
| Grade 4 | 69 | 60 | 59 |
| Grade 5 | 69 | 68 | 64 |
| Total Enrollment | 415 | 398 | 398 |

Conclusions based on this data:

1. Enrollment is based upon the student's school zone. The Office Manager verifies the student's address when the parents enroll their children. Open Enrollment is limited to spaces available in each grade level. Total student enrollment from 2017-18 to 2018-19 is consistent.
2. White student group has decreased 2.83% or 21 students from 2016-17 to 2018-19.
3. Hispanic/Latino student group has increased 3.15 % or 8 students from 2016-17 to 2018-19.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 34 | 23 | 21 | 8.2% | 5.8% | 5.3% |
| Fluent English Proficient (FEP) | 5 | 6 | 10 | 1.2% | 1.5% | 2.5% |
| Reclassified Fluent English Proficient (RFEP) | 3 | 7 | 1 | 10.0% | 20.6% | 4.3% |

Conclusions based on this data:

1. Gateway's English Learner enrollment has decreased in the last three school years. This could be due to the limited housing available in the school's zone and families are not transient.
2. The number of Fluent English Proficient students has increased each year for the past three years.
3. The Reclassified Fluent English Proficient students in 2018-19 has decreased. Ensure that targeted English Learner lessons during designated times with goals for students are implemented to reflect the needs of the English Learner.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 65 | 59 | 82 | 65 | 59 | 81 | 65 | 59 | 81 | 100 | 100 | 98.8 |
| Grade 4 | 70 | 64 | 56 | 70 | 62 | 55 | 70 | 62 | 55 | 100 | 96.9 | 98.2 |
| Grade 5 | 69 | 65 | 61 | 68 | 64 | 59 | 68 | 64 | 59 | 98.6 | 98.5 | 96.7 |
| All Grades | 204 | 188 | 199 | 203 | 185 | 195 | 203 | 185 | 195 | 99.5 | 98.4 | 98 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2425. | 2436. | 2419. | 26.15 | 28.81 | 20.99 | 20.00 | 23.73 | 27.16 | 26.15 | 28.81 | 27.16 | 27.69 | 18.64 | 24.69 |
| Grade 4 | 2447. | 2473. | 2489. | 10.00 | 30.65 | 38.18 | 25.71 | 19.35 | 18.18 | 28.57 | 19.35 | 20.00 | 35.71 | 30.65 | 23.64 |
| Grade 5 | 2487. | 2470. | 2506. | 14.71 | 6.25 | 30.51 | 33.82 | 28.13 | 22.03 | 25.00 | 25.00 | 16.95 | 26.47 | 40.63 | 30.51 |
| All Grades | N/A | N/A | N/A | 16.75 | 21.62 | 28.72 | 26.60 | 23.78 | 23.08 | 26.60 | 24.32 | 22.05 | 30.05 | 30.27 | 26.15 |

| 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 | 23.08 | 32.20 | 20.99 | 40.00 | 44.07 | 53.09 | 36.92 | 23.73 | 25.93 |
| Grade 4 | 14.29 | 38.71 | 38.18 | 60.00 | 35.48 | 41.82 | 25.71 | 25.81 | 20.00 |
| Grade 5 | 8.82 | 14.06 | 38.98 | 69.12 | 50.00 | 33.90 | 22.06 | 35.94 | 27.12 |
| All Grades | 15.27 | 28.11 | 31.28 | 56.65 | 43.24 | 44.10 | 28.08 | 28.65 | 24.62 |

| 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 | 32.31 | 28.81 | 14.81 | 33.85 | 44.07 | 56.79 | 33.85 | 27.12 | 28.40 |
| Grade 4 | 15.71 | 22.58 | 29.09 | 55.71 | 43.55 | 60.00 | 28.57 | 33.87 | 10.91 |
| Grade 5 | 26.47 | 17.19 | 27.12 | 47.06 | 51.56 | 45.76 | 26.47 | 31.25 | 27.12 |
| All Grades | 24.63 | 22.70 | 22.56 | 45.81 | 46.49 | 54.36 | 29.56 | 30.81 | 23.08 |

| 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 | 26.15 | 20.34 | 17.28 | 58.46 | 66.10 | 71.60 | 15.38 | 13.56 | 11.11 |
| Grade 4 | 10.00 | 25.81 | 21.82 | 62.86 | 66.13 | 63.64 | 27.14 | 8.06 | 14.55 |
| Grade 5 | 13.24 | 4.69 | 25.42 | 64.71 | 70.31 | 54.24 | 22.06 | 25.00 | 20.34 |
| All Grades | 16.26 | 16.76 | 21.03 | 62.07 | 67.57 | 64.10 | 21.67 | 15.68 | 14.87 |

| 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 | 27.69 | 27.12 | 17.28 | 40.00 | 61.02 | 56.79 | 32.31 | 11.86 | 25.93 |
| Grade 4 | 11.43 | 19.35 | 32.73 | 64.29 | 51.61 | 41.82 | 24.29 | 29.03 | 25.45 |
| Grade 5 | 20.59 | 14.06 | 33.90 | 50.00 | 45.31 | 32.20 | 29.41 | 40.63 | 33.90 |
| All Grades | 19.70 | 20.00 | 26.67 | 51.72 | 52.43 | 45.13 | 28.57 | 27.57 | 28.21 |

Conclusions based on this data:

1. From 2016-17 to 2018-2019 in 3rd grade English Language Arts/Literacy Achievement areas of Reading, Writing, Listening, and Research/Inquiry, there was a continual increase of student performance in this At or Near Standards band. This increase can be in direct correlation to weekly grade level collaborations and interventions created.
2. From 2016-17 to 2018-2019 in 4th grade English Language Arts/Literacy Achievement areas of Reading, Writing, Listening, and Research/Inquiry, there was a continual percentage decrease of students Below Standards. This decrease can be in direct correlation to weekly grade level collaborations and interventions created.
3. 5th grade English Language Arts/Literacy Achievement of students who "Exceeded or Met" standards in 2017-18 and 2018-19; increased 18.16%. This increase can be in direct correlation to weekly grade level collaborations and interventions created.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 65 | 59 | 82 | 65 | 59 | 81 | 65 | 59 | 81 | 100 | 100 | 98.8 |
| Grade 4 | 70 | 64 | 56 | 70 | 62 | 55 | 70 | 62 | 55 | 100 | 96.9 | 98.2 |
| Grade 5 | 69 | 65 | 61 | 68 | 64 | 59 | 68 | 64 | 59 | 98.6 | 98.5 | 96.7 |
| All Grades | 204 | 188 | 199 | 203 | 185 | 195 | 203 | 185 | 195 | 99.5 | 98.4 | 98 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2424. | 2435. | 2430. | 16.92 | 13.56 | 11.11 | 21.54 | 33.90 | 38.27 | 33.85 | 35.59 | 27.16 | 27.69 | 16.95 | 23.46 |
| Grade 4 | 2449. | 2467. | 2500. | 7.14 | 12.90 | 30.91 | 22.86 | 27.42 | 25.45 | 42.86 | 37.10 | 32.73 | 27.14 | 22.58 | 10.91 |
| Grade 5 | 2478. | 2480. | 2517. | 14.71 | 10.94 | 23.73 | 13.24 | 20.31 | 23.73 | 33.82 | 31.25 | 22.03 | 38.24 | 37.50 | 30.51 |
| All Grades | N/A | N/A | N/A | 12.81 | 12.43 | 20.51 | 19.21 | 27.03 | 30.26 | 36.95 | 34.59 | 27.18 | 31.03 | 25.95 | 22.05 |

| 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 | 24.62 | 27.12 | 34.57 | 44.62 | 55.93 | 35.80 | 30.77 | 16.95 | 29.63 | |
| Grade 4 | 15.71 | 24.19 | 50.91 | 41.43 | 38.71 | 27.27 | 42.86 | 37.10 | 21.82 | |
| Grade 5 | 17.65 | 15.63 | 28.81 | 25.00 | 35.94 | 38.98 | 57.35 | 48.44 | 32.20 | |
| All Grades | 19.21 | 22.16 | 37.44 | 36.95 | 43.24 | 34.36 | 43.84 | 34.59 | 28.21 | |

| 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 | 26.15 | 20.34 | 17.28 | 50.77 | 57.63 | 60.49 | 23.08 | 22.03 | 22.22 |
| Grade 4 | 8.57 | 20.97 | 29.09 | 48.57 | 43.55 | 41.82 | 42.86 | 35.48 | 29.09 |
| Grade 5 | 16.18 | 4.69 | 22.03 | 44.12 | 54.69 | 49.15 | 39.71 | 40.63 | 28.81 |
| All Grades | 16.75 | 15.14 | 22.05 | 47.78 | 51.89 | 51.79 | 35.47 | 32.97 | 26.15 |

| 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 | 18.46 | 20.34 | 23.46 | 53.85 | 50.85 | 50.62 | 27.69 | 28.81 | 25.93 |
| Grade 4 | 11.43 | 17.74 | 32.73 | 50.00 | 51.61 | 45.45 | 38.57 | 30.65 | 21.82 |
| Grade 5 | 7.35 | 10.94 | 16.95 | 57.35 | 51.56 | 49.15 | 35.29 | 37.50 | 33.90 |
| All Grades | 12.32 | 16.22 | 24.10 | 53.69 | 51.35 | 48.72 | 33.99 | 32.43 | 27.18 |

Conclusions based on this data:

1. 3rd grade Math Achievement of students who "Met" standards in 2016-17 and 2017-18 increased 9%. Students who "Met" standards in 2017-18 and 2018-19 increased 1.92%.
2. 4th grade Math Achievement of students who "Met" standards in 2016-17 and 2017-18 increased 10.32%. Students who "Met" standards in 2017-18 and 2018-19 increased 16.04%. This increase can be in direct correlation to weekly grade level collaborations, interventions created, district math curriculum pacing guide with written lessons, and district benchmarks.
3. 5th grade Math Achievement of students who "Met" standards in 2016-17 and 2017-18 increased 3.3%. Students who "Met" standards in 2017-18 and 2018-19 increased 16.21%. This increase can be in direct correlation to weekly grade level collaborations, interventions created, district math curriculum pacing guide with written lessons, and district benchmarks.

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 | * | * | * | * | * | * | * | * |
| Grade 1 | * | * | * | * | * | * | * | 4 |
| Grade 2 | * | * | * | * | * | * | * | 4 |
| Grade 3 | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | 4 |
| Grade 5 | * | * | * | * | * | * | * | * |
| All Grades | | | | | | | 26 | 19 |

| 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 | * | * | * | * | * | * | | * | * | * |
| 1 | * | * | * | * | | * | | * | * | * |
| 2 | * | * | * | * | | * | | * | * | * |
| 3 | | * | * | * | * | * | | * | * | * |
| 5 | * | * | * | * | | * | | * | * | * |
| All Grades | 42.31 | 10.53 | 46.15 | 68.42 | * | 21.05 | | 0.00 | 26 | 19 |

| 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 | * | * | * | * | | * | | * | * | * |
| 3 | * | * | * | * | | * | | * | * | * |
| All Grades | 88.46 | 52.63 | * | 42.11 | | 5.26 | | 0.00 | 26 | 19 |

| 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 | * | * | | * | * | * | * | * | * | * |
| 1 | | * | * | * | * | * | | * | * | * |
| 2 | * | * | * | * | | * | | * | * | * |
| 3 | | * | | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | | * | * | * |
| All Grades | * | 0.00 | * | 52.63 | * | 42.11 | * | 5.26 | 26 | 19 |

| 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 | |
| All Grades | 61.54 | 36.84 | * | 63.16 | * | 0.00 | 26 | 19 | |

| 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 | |
| All Grades | 92.31 | 63.16 | * | 36.84 | | 0.00 | 26 | 19 | |

| 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 | * | * | * | * | * | * | * | * | |
| All Grades | * | 10.53 | 61.54 | 78.95 | * | 10.53 | 26 | 19 | |

| 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 | * | * | * | * | * | * | * | * | |
| All Grades | * | 10.53 | 65.38 | 89.47 | * | 0.00 | 26 | 19 | |

Conclusions based on this data:

1. EL enrollment numbers are too low to generate data by grade level.
2. Focus should be on students in the somewhat /moderately developed performance band to improve performance to well developed before leaving 5th grade so they can be re-designated.

3. Based on site level data during designated English language development emphasis will be placed on written language skills needed to pass ELA benchmarks.

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 |
| 398 | 76.4 | 5.3 | 0.5 |

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 | 21 | 5.3 |
| Foster Youth | 2 | 0.5 |
| Homeless | 5 | 1.3 |
| Socioeconomically Disadvantaged | 304 | 76.4 |
| Students with Disabilities | 27 | 6.8 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 22 | 5.5 |
| American Indian | 5 | 1.3 |
| Asian | 5 | 1.3 |
| Filipino | 6 | 1.5 |
| Hispanic | 116 | 29.1 |
| Two or More Races | 29 | 7.3 |
| Pacific Islander | 2 | 0.5 |
| White | 212 | 53.3 |

Conclusions based on this data:





1. Gateway's enrollment is 398 students with five student groups. The largest percentage of students are in the Socioeconomically Disadvantaged (SED) student group. In 2017-18, the SED comprised 64.1% and it has increased to 76.4% in 2018-19. An economically disadvantaged student is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. The Gateway staff strives through education, high expectations, and social development to equalize their situation so that they have access to the same things as other students.
2. The English Learners student group has decreased from 5.8% in 2017-18 to 5.3% in 2018-19. This student group will be provided with support through designated and integrated English Language in the classrooms.

3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP. This student group increased by 0.8% in 2018-19.

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  Yellow | Suspension Rate  Yellow |
| Mathematics  Blue | | |

Conclusions based on this data:

1. By viewing the Overall Performance, in ELA Gateway has increased 9.7 points from the previous year and is 2.5 points above standard. The student groups: Hispanic and Socioeconomically Disadvantaged are in the yellow area and the White student group is in the green area.
2. By viewing the Overall Performance, in Math Gateway has increased 22.1 points from the previous year and is 0.8 points above standard. The student groups: Hispanic and Socioeconomically Disadvantaged are in the green area as compared to ELA where both student groups were in the yellow area. The White student group is in the blue area as compared to ELA which was green. There has been intense district training to support all teachers with mathematical instruction.
3. The overview in Chronic Absenteeism has declined by 1.7% with 11.9% students classified as chronically absent. This decline can be attributed to the Attention 2 Attendance system. The Suspension rate was maintained and at least 2.8 students were suspended at least once. Gateway began implementing Restorative Practices into the school.

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>Green</p> <p>2.5 points above standard</p> <p>Increased ++9.7 points</p> <p>189</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>20.8 points below standard</p> <p>Increased Significantly ++23.7 points 14</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>5.7 points below standard</p> <p>Increased Significantly ++23.3 points 139</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>2.1 points above standard</p> <p>13</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color 48.8 points below standard 12 |  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 3 | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 12.5 points below standard Increased ++14.4 points 54 |  No Performance Color 32.5 points below standard Declined Significantly -16.1 points 12 | |  Green 16.9 points above standard Increased ++10.8 points 106 |

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 |
|-------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Less than 11 Students - Data Not Displayed for Privacy 8 | Less than 11 Students - Data Not Displayed for Privacy 6 | 3.7 points above standard Increased ++7.8 points 173 |

Conclusions based on this data:

1. In the All Student Group, the color is green in 2018-19 compared to yellow in 2017-18. Therefore, the change level increased. Students are responding to first teaching instruction and intervention when needed.
2. The White Student Group continues to be in the green zone. The Change-Difference between current status and prior status is 10.8 and distance from standard is 16.9. Students are responding to first teaching instruction and intervention when needed.
3. The distance from level 3 for Students with Disabilities is 2.1. The prior Change-Difference between current status and prior status is unknown due to the limited number of students.

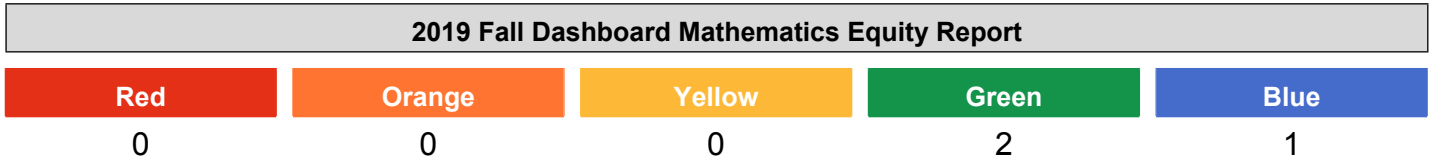
School and Student Performance Data

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>  <p>Blue</p> <p>0.8 points above standard</p> <p>Increased Significantly ++22.1 points 189</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>7.5 points above standard</p> <p>Increased Significantly ++26 points 14</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.6 points below standard</p> <p>Increased Significantly ++32.3 points 139</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>36.5 points below standard</p> <p>13</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color 27.3 points below standard 12 |  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 3 | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 14.2 points below standard Increased Significantly ++18 points 54 |  No Performance Color 32.1 points below standard Declined Significantly -22.2 points 12 | |  Blue 12 points above standard Increased Significantly ++20.9 points 106 |

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 |
|-------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------|
| Less than 11 Students - Data Not Displayed for Privacy 8 | Less than 11 Students - Data Not Displayed for Privacy 6 | 0.3 points above standard Increased Significantly ++21 points 173 |

Conclusions based on this data:

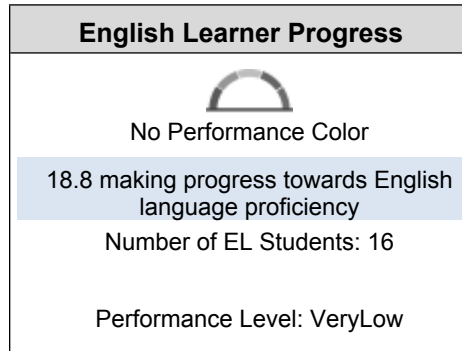
- The All Students (School Placement) is blue along with the White Student Group. In the prior year, both were in the color status of green on the CA Dashboard. Growth can be attributed to intense planning of pacing guides and common formative assessments.
- English Learners increased the change level significantly. However, due to the minimum size for reporting, limited information is available. However, the Current Status Average Distance from Standard is 7.5 Students' performances on IABs and Common Formative Assessments are discussed in grade-level collaborations and interventions planned for ELs and all students.
- The Socioeconomically Disadvantaged and Hispanic student groups are in the color status of green which means they increased significantly. This significant change can be attributed to district professional development in math.

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 |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 5 | 8 | 0 | 3 |

Conclusions based on this data:

1. There are 16 EL students and 18.8% are making progress towards English language proficiency. 18.7% or 3 students who progressed at least one ELPI level. 50% or 8 ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H. 31.2% or 5 students decreased at least one ELPI level. Students receive designated English language development time in their classrooms. The grade level collaboration teams discuss the progress of the EL students and all students. This student group could benefit from interventions in written expression.
2. The EL students who decreased an ELPI level will be offered intensive intervention before and after school.
3. The EL students who maintained their ELPI level will be provided with designated and integrated EL instruction to ensure growth to a higher ELPI and ultimately re-designation.

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. Graduation Indicator not applicable to this school since Gateway is an elementary site.

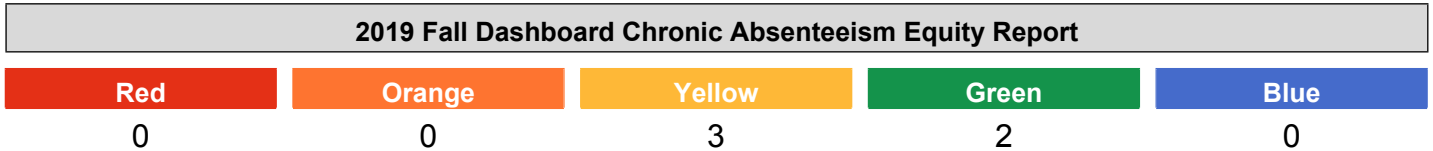
School and Student Performance Data

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>  Yellow 11.9 Declined -1.7 421 | <p>English Learners</p>  No Performance Color 0 Declined -7.4 21 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | <p>Socioeconomically Disadvantaged</p>  Yellow 13.9 Declined Significantly -3.8 317 | <p>Students with Disabilities</p>  Green 6.7 Declined -9.1 30 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color 27.3 Increased +13.6 22 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 11.1 Declined -5.2 126 |  Green 8.8 Declined -2.3 34 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Yellow 11.3 Declined -2.1 221 |

Conclusions based on this data:

1. For the All Students Group, the chronic absenteeism rate has declined from 13.6% to 11.9%. This is a difference between current and prior rate of -1.7%. This decline in absenteeism could reflect a district initiative of using a district wide attendance program that automatically sends attendance and truancy letters every two weeks.
2. The Socioeconomically Disadvantaged Student Group is based upon 317 students. 44 students are chronically absent. The prior chronic absenteeism rate was 17.6% and the current chronic absenteeism rate is 13.9%. The change level declined significantly. This can also be attributed to the district wide attendance reporting program.
3. The Students with Disabilities Student Group has an absenteeism rate of 6.7% for 2018-19 and 15.8% for 2017-28. The difference between current and prior rate is -9.1%. This can also be attributed to the district wide attendance reporting program.

School and Student Performance Data

Academic Engagement Graduation Rate

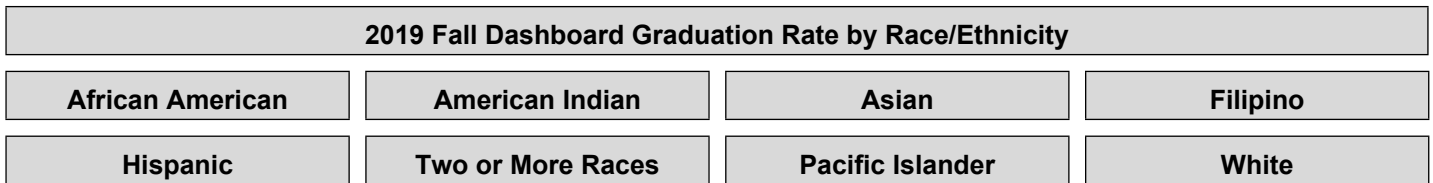
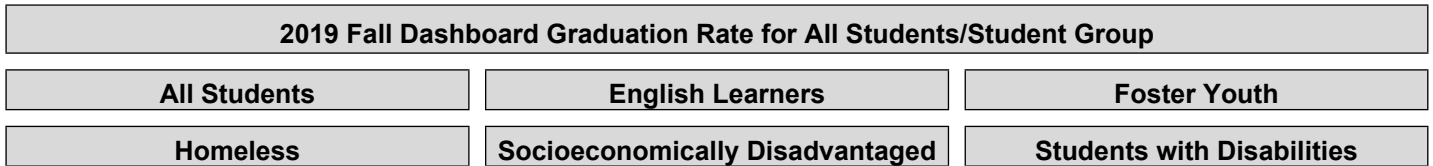
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

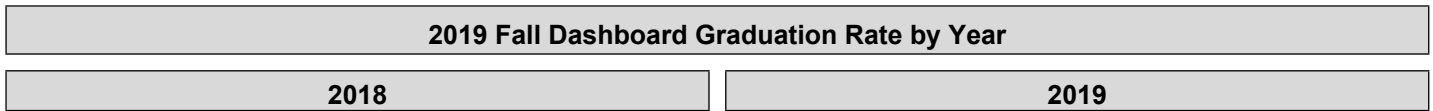
This section provides number of student groups in each color.



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. Graduation Indicator not applicable to this school since Gateway is an elementary site.

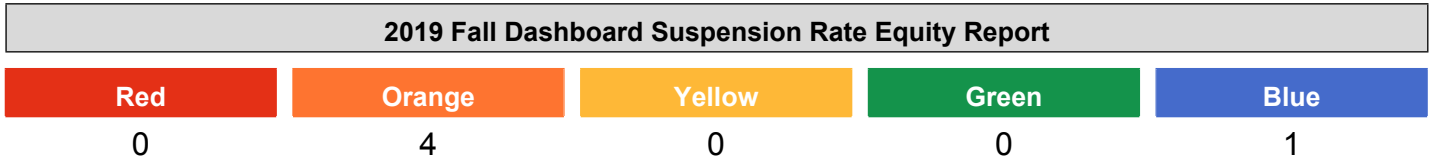
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p>  Yellow 2.8 Maintained 0 427 | <p>English Learners</p>  No Performance Color 9.5 Increased +6.1 21 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 9 | <p>Socioeconomically Disadvantaged</p>  Orange 3.7 Increased +0.4 322 | <p>Students with Disabilities</p>  Orange 3.3 Increased +0.8 30 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color 0 Declined -4 22 |  No Performance Color Less than 11 Students - Data 5 |  No Performance Color Less than 11 Students - Data 5 |  No Performance Color Less than 11 Students - Data 6 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 3.1 Maintained +0.2 128 |  Blue 0 Declined -2.6 35 |  No Performance Color Less than 11 Students - Data 2 |  Orange 3.6 Increased +1.1 224 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2.9 | 2.8 |

Conclusions based on this data:

1. At Gateway the Status Level is medium and the Change Level was maintained for All Students. Monthly Expectations Assemblies are held by the principal to teach the school's Expectations of Be Respectful, Be Responsible, and Be Safe. These Expectations are then taught by the classroom teachers in the classroom and outside.
2. English Learners' Student Group suspension rate increased due to one student suspended in the prior year and two students in the current year. All students are encouraged and taught the school's expectations.
3. The Socioeconomically Disadvantaged Student Group increased by 0.4% between 2017-18 and 2018-19. This increase was two students. All students attend monthly expectations assemblies. The principal models the school-wide expectation for the staff and students. 2018-19 was the first year of implementation school-wide of behaviors for all.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest) | Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5 | Maintain level 5 full implementation and sustainability. |
| CAASPP Assessments | District 2019 CAASPP Data: ELA 51% Math 36% District: Site: 3rd ELA: 48% 48% 3rd Math: 49% 49% 4th ELA: 50% 56% 4th Math: 45% 56% 5th ELA: 50% 53% 5th Math: 38% 47% | Increase performance in Level 3 and 4 by 2% over baseline for all student groups |

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

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies, personnel).

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) |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2,500.00 | General Unrestricted 4000-4999: Books And Supplies Ink and toner for copy machines, printers, and FAX machine |
| 2,000.00 | General Unrestricted 4000-4999: Books And Supplies Copy paper for office machines (card stock, colored paper \$500) 6 cases of copy paper per month (total 60 cases) |
| 1,314.00 | General Unrestricted 4000-4999: Books And Supplies Front office supplies (cume folders- \$55/100 in a case, envelopes, stamps, paper shredder,) Administrator's supplies \$814 |
| 3,500.00 | General Unrestricted 5000-5999: Services And Other Operating Expenditures Print Shop/Multilith Copies |
| 3,400.00 | General Unrestricted 4000-4999: Books And Supplies Warehouse Orders for Classroom Supplies (\$150 each for 16-teachers, 1-RSP, 3-Preschool teachers, 1-Title 1 Teacher, \$75 1-counselor) |
| 250.00 | General Unrestricted 2000-2999: Classified Personnel Salaries Classified personnel to assist the admin. for communication and service to the students. |
| 700.00 | General Unrestricted 4000-4999: Books And Supplies |

| | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Nurse's office supplies (bandages, ice baggies, gloves, tongue depressors, glucose monitor, thermometer. etc.) |
| 50.00 | General Unrestricted 4000-4999: Books And Supplies Library supplies |
| 500.00 | General Unrestricted 4000-4999: Books And Supplies Computer Lab supplies (head phones, mice, batteries, etc.) |
| 25.00 | General Unrestricted 3000-3999: Employee Benefits Classified personnel to assist the admin. for communication and service to the students, benefits. |

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

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)

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)

4,200.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Orton Gillingham materials possible replacements:(sand trays, blending boards, multi-sensory classroom kits, IMSE OB workbooks, phoneme grapheme card packs, sensational sand lavender/black or green/blue or tangerine/green, the Syllable Division Book, Box of 12 green or red crayons, capital alphabet cards, combo board chalk/white board, hand-held erase boards, SWIFT Reading Manipulation Cards-Digital Download, SWIFT Flashcards and Assessments-Digital Download, SWIFT Reading Readers and Running Records-Digital Download, Activities for Fluency books, Content-Area Vocabulary level books for mathematics or vocabulary, Tactile Alphabet Sandpaper letters, Daily Word Ladders books,

| | |
|---------|---------------------------------------------------------------------------------------------------------------------|
| | Explore the Code Primer packs) workbooks and packets. Secret Stories products:posters to enrich student learning. |
| 1800.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Secret Stories supplies for grades 1-3 (sound cards) |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. GATEWAY Strategy: Implement site technology plan to maintain and replace technology to support substantial implementation of Common Core State Standards.

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) |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10,000.00 | General Unrestricted 4000-4999: Books And Supplies Technology Plan (6-printers for Pod B; blue tooth pens, projectors, projector bulbs, digital document cameras, Chromebooks, portable sound system, camera and supplemental camera supplies, MP3 player, etc.) orders to maintain or replace technology infrastructure. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|------------|------------------------------------------------------------------------------------------|
| 115,175.00 | Title I Part A: Site Assigned ESSA Teacher 1000-1999: Certificated Personnel Salaries |

site assigned project teacher salary and benefits

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Maximize student engagement and achievement.

Goal 2

Maximize student engagement and achievement.

Identified Need

Identified needs based on SBAC assessment data and Dashboard data

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Attendance Rate/Chronic Absenteeism Rate | District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Gateway Attendance Rate 94.7% Gateway Chronic Absenteeism Rate 13.6% | Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2% |
| Suspension Rate | District Suspension Rate 6.6%; Gateway Suspension Rate 2.9% | Decrease/Maintain Suspension rate by 2% |
| California Healthy Kids Survey | Fall 2018 Survey Summary: 40% of 5th grade felt connected to school all the time | Maintain/Increase school connectedness by 2% |

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

1. Provide before/after school or lunch time academic interventions.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--------------------------------------------------------------------------------------------------------------|
| 5,196.00 | LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Goal 2, Action 4 LCAP |
| 798.00 | LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Goal 2, Action 4 LCAP |

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

2. Provide evidence-based, supplemental academic intervention 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) |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 270.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures StarFall one year subscription |
| 4,750.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Reading Eggs one year subscription |
| 4144.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures IXL Math and ELA |
| 11,000.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures DreamBox math computer supplement (one year subscription) |
| 4,000.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures |

| | |
|----------|-------------------------------------------------------------------------------------------------------------------------------|
| | Imagine Learning (Big Brainz) math one year subscription |
| 4,000.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Fast Forward (25 student subscriptions) |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1000.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Student medals/incentives for Accelerated Reading and Accelerated Multiplication to increase student achievement |
| 3000.00 | Title I Part A: Allocation 4000-4999: Books And Supplies K-5 student recognition awards: School-wide Expectations Assembly (drawing tickets, monthly awards/material incentives) Monthly Assemblies to increase positive behavior (attendance tags, Super Improver Awards, Student of the Month Awards, etc.) |
| 500.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Battle of the Books grades 3-4-5 (membership, transportation, books \$500) |
| 1,260.00 | General Unrestricted 4000-4999: Books And Supplies Positive Behavior Rewards activities/materials/games teachers buy or create to provide high interest activities school-wide 10 times a year. (21 teachers @ \$60 = \$1,260.00) |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4. GATEWAY Strategy: Provide supplemental, instructional and Student Assistant Team (SAT) support for transitional kindergarten/kindergarten to grade 5.

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) |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 6534.53 | Title I Part A: Allocation 2000-2999: Classified Personnel Salaries TK/K Instructional Support Paraprofessional |
| 1476.96 | Title I Part A: Allocation 3000-3999: Employee Benefits Benefits |
| 1000.00 | General Unrestricted 4000-4999: Books And Supplies TK/K-5 playground supplies to increase and develop gross motor skills |
| 500.00 | General Unrestricted 4000-4999: Books And Supplies SAT supplies (chair bouncy bands, pencil grips, sound canceling headphones, etc.) |

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Grow family and community partnerships that benefit students.

Goal 3

Grow family and community partnerships that benefit students.

Identified Need

District LCAP Parent Survey results

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| LCAP Parent Surveys | Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school | Maintain/Increase percentage of parents feeling welcome at school |
| Title I Parent Surveys | See 2019 Title I Parent Survey Results Addendum | See 2019 Title I Parent Survey Results Addendum |

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

1. Engage parents/guardians in ongoing, two-way communication.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-------------------------------------------------------------------------------------------------------------|
| 1,500.00 | Title I Part A: Parent Involvement 4000-4999: Books And Supplies School to Home Communication Folders |

| | |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 499.94 | Title I Part A: Allocation 4000-4999: Books And Supplies Magnetic school calendars for each family |
| 400.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Upper grade planners/parent communication |
| 1000.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Title I Parent information about monthly Family Nights: paper, stickers, toner, labels, Family Night announcement banners |

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

2. Provide monthly Family Nights to increase parent/guardian engagement.

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)

2000.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Monthly Family Night supplies (crafts, materials for science/sensory motor, music, items for prize drawings, light refreshments, parent/student activities, hands on materials))

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Provide parent/guardian education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 254.00 | Title I Part A: Parent Involvement 3000-3999: Employee Benefits Loving Solutions Education Parent Nights |
| 400.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Loving Solutions Value Package materials (10 parent guides and 1-teacher's guide) |
| 300.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Light Refreshments for Loving Solutions Education Parent Nights |
| 1,474.00 | Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Instructor's salary for Loving Solutions: Parent Nights |

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

Goal 4

Guarantee safe and well-maintained facilities.

Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|-------------------------|------------------------------|
| Facility Inspection Tool | 2018 FIT Rating: Fair | Maintain/Increase FIT rating |

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

1. Support safe and well-maintained facilities.

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) |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8000.00 | General Unrestricted 4000-4999: Books And Supplies Custodial supplies: trashcans, brooms, mops, cleaning supplies, entry way carpets, paper products, furniture, new or update equipment to maintain school, gloves |
| 1,611.00 | General Unrestricted 4000-4999: Books And Supplies |

Classroom supplies: trashcans, markers, furniture, clocks, STEM kits, cricut supplies etc.)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Identified Need

Dashboard data-local indicators

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------|
| Number/rate of fully credentialed teachers | Number/rate of fully credentialed teachers: 17/20 or 85% | Maintain/Increase the number/rate of fully credentialed teachers by 2% |

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

1. Provide professional development in identified area(s) of site need and district initiatives.

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) |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2200.00 | Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Registration for three teachers to attend MTSS Professional Learning Institute Hotel, Rental Car, Per Diem (July 29-31) |

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 500.00 | Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute teacher in order to provide staff with observation Best Practices |
| 50.00 | Title I Part A: Allocation 3000-3999: Employee Benefits Substitute benefits for Best Practices |
| 1000.00 | General Unrestricted 1000-1999: Certificated Personnel Salaries Substitutes provided when admin is off campus (Teacher In Charge) |
| 200.00 | General Unrestricted 3000-3999: Employee Benefits Employee Benefits for Teacher In Charge |
| 1,800.00 | Title I Part A: Allocation 4000-4999: Books And Supplies Professional Literature/Materials to support active learning: Interventions (Audio/Book formats): Evidence-Based Behavioral Strategies for Individual Students, Second Edition Audio CD Library Binding – 2008 by Ph.D.Safe & Civil Schools Randy Sprick (Author) ; and/or Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success (Teaching Methods for Competency-Based ... New Art and Science of Teaching Book Series); Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps to Teaching Heaven by Chris Biffle Fred Jones Poor Students, Rich Teaching [Revised Edition] \$38 Seven High-Impact Mindsets for Students From Poverty By: Eric Jensen Teaching With the Instructional Cha-Chas \$35 Four Steps to Make Learning Stick By: LeAnn Nickelsen, Melissa Dickson The number of copies will be determined by the price, availability and budget constraints. |

3,430.57

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Professional Development Conferences: Common Core Best Practices, Multi-tiered System of Support (MTSS) areas such as Trauma Informed Care, Learning and Engagement, Technology in the classroom, Professional Learning Communities, Restorative Practices and Development, Positive Behavior Intervention Support, Whole Brain Development, Illuminate Education User Conference, Classroom Management and Supporting new teacher professional development. Conferences subject to change due to availability and confines of budget expenditures.
Conference Amenities: Registrations, Hotels, Transportation, Meals, Substitutes/Benefits for Professional Developments (etc).

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-----------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Academic Program Survey Implementation Rubric (Scale 1-4) | Maintain/Increase APS Level 3 or 4 in ELA/ELD and math | 2017-18 Site APS Rubric Scores: 3 in ELA/ELD and 2 in Math 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-3.5 and math 4 |
| CAASPP Assessments | Increase performance in Level 3 and 4 by 2% over baseline for all student groups | 2018 ELA 45% and math 39%; 2019 ELA 52% and math 51% |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies, personnel). | Provided non-instructional, basic site operation supplies. | Ink and toner for copy machines, printers, and FAX machine 4000-4999: Books And Supplies General Unrestricted 5000.00 | Ink and toner for copy machines, printers, and FAX machine 4000-4999: Books And Supplies General Unrestricted 1707.25 |
| | | Copy paper for office machines (cardstock, colored paper \$500) 6 cases of copy paper per month (total 60 cases) 4000-4999: Books And Supplies General Unrestricted 2500.00 | Copy paper for office machines (cardstock, colored paper \$500) 6 cases of copy paper per month (total 60 cases) 4000-4999: Books And Supplies General Unrestricted 1570.77 |
| | | Front office supplies (cume folders- \$55/100 in a case, envelopes, stamps,) Administrator's supplies \$814 4000-4999: Books And Supplies General Unrestricted 1,314.00 | Front office supplies (cume folders- \$55/100 in a case, envelopes, stamps,) Administrator's supplies \$814 4000-4999: Books And Supplies General Unrestricted 1013.95 |
| | | Print Shop/Multilith Copies 5000-5999: Services And Other Operating Expenditures | Print Shop/Multilith Copies 5000-5999: Services And Other Operating Expenditures |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | General Unrestricted 4000.00 | General Unrestricted 2966.92 |
| | | Warehouse Orders for Classroom Supplies (\$150 each for 16- teachers, 1-RSP, 2.5- Preschool teachers, \$75 1-counselor) 4000-4999: Books And Supplies General Unrestricted 3000.00 | Warehouse Orders for Classroom Supplies (\$150 each for 16- teachers, 1-RSP, 2.5- Preschool teachers, \$75 1-counselor) 4000-4999: Books And Supplies General Unrestricted 3309.91 |
| | | Classified personnel to attend staff meetings or assist the admin. for communication and service to the students. 2000-2999: Classified Personnel Salaries General Unrestricted 500.00 | Classified personnel to attend staff meetings or assist the admin. for communication and service to the students. 2000-2999: Classified Personnel Salaries General Unrestricted 0 |
| | | Nurse's office supplies (bandages, ice baggies, gloves, tongue depressors, etc.) 4000- 4999: Books And Supplies General Unrestricted 700.00 | Nurse's office supplies (bandages, ice baggies, gloves, tongue depressors, etc.) 4000- 4999: Books And Supplies General Unrestricted 418.05 |
| | | Library supplies 4000- 4999: Books And Supplies General Unrestricted 200.00 | Library supplies 4000- 4999: Books And Supplies General Unrestricted 43.83 |
| | | Computer Lab supplies (head phones, mice, batteries, etc.) 4000- 4999: Books And Supplies General Unrestricted 500.00 | Computer Lab supplies (head phones, mice, batteries, etc.) 4000- 4999: Books And Supplies General Unrestricted 624.85 |
| | | Classified personnel to attend staff meetings or assist the admin. for communication and service to the students. 3000-3999: Employee Benefits General Unrestricted 100.00 | Classified personnel to attend staff meetings or assist the admin. for communication and service to the students 3000-3999: Employee Benefits General Unrestricted 0 |
| 2. Provide evidence- based supplemental instructional materials to support substantial | Provided evidence-based supplemental instructional materials to support implementation of CCSS. | Orton Gillingham materials possible replacements:(sand trays, blending boards, | Orton Gillingham materials possible replacements:(sand trays, blending boards, |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| implementation of Common Core State Standards. (Title I) | | multi-sensory classroom kits, IMSE OB workbooks, phoneme grapheme card packs, sensational sand lavender/black or green/blue or tangerine/green, the Syllable Division Book, Box of 12 green or red crayons, capital alphabet cards, combo board chalk/white board, hand-held erase boards, SWIFT Reading Manipulation Cards-Digital Download, SWIFT Flashcards and Assessments-Digital Download, SWIFT Reading Readers and Running Records-Digital Download, Activities for Fluency books, Content-Area Vocabulary level books for mathematics or vocabulary, Tactile Alphabet Sandpaper letters, Daily Word Ladders books, Explode the Code Primer packs) workbooks and packets. 4000-4999: Books And Supplies Title I Part A: Allocation 2000.00 | multi-sensory classroom kits, IMSE OB workbooks, phoneme grapheme card packs, sensational sand lavender/black or green/blue or tangerine/green, the Syllable Division Book, Box of 12 green or red crayons, capital alphabet cards, combo board chalk/white board, hand-held erase boards, SWIFT Reading Manipulation Cards-Digital Download, SWIFT Flashcards and Assessments-Digital Download, SWIFT Reading Readers and Running Records-Digital Download, Activities for Fluency books, Content-Area Vocabulary level books for mathematics or vocabulary, Tactile Alphabet Sandpaper letters, Daily Word Ladders books, Explode the Code Primer packs) workbooks and packets. 4000-4999: Books And Supplies Title I Part A: Allocation 4130.68 |
| 3. GATEWAY Strategy: Implement site technology plan to maintain and replace technology to support substantial implementation of Common Core State Standards. | Provided technology components to support implementation of CCSS. | Technology (6-teacher computers for Pod B, 12- teacher printers (copy-scanner-printer); blue tooth pens, projectors, projector bulbs, digital document cameras, Chromebooks, etc.) orders to maintain or replace technology infrastructure. 4000-4999: Books And Supplies General Unrestricted 10,000.00 | Technology (6-teacher computers for Pod B, 12- teacher printers (copy-scanner-printer); blue tooth pens, projectors, projector bulbs, digital document cameras, Chromebooks, etc.) orders to maintain or replace technology infrastructure. 4000-4999: Books And Supplies General Unrestricted 10,478.93 |
| 4. Provide site assigned projects teacher to | Provided site assigned projects teacher to | site assigned project teacher salary and | site assigned project teacher salary and |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| coordinate collaboration and intervention model with the principal. | coordinate collaboration and intervention. | benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 113,917.00 | benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 113,917.00 |

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned, with the exception of the following actions/services of classified personnel to attend staff meetings, library supplies, and nurse's office supplies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were effective in meeting Goal 1. 2018-19 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained. This year our school had a full-time Title 1 Intervention teacher who created interventions with grade-level partners and lead grade-level collaborations. In grades 3-4-5, teachers used the newly created Curriculum and Instruction math pacing guide with electronic lesson plans and interventions. This was the second year of implementing the newly adopted curriculum Benchmark Advance. The data indicates that the overall ELA and math CAASPP scores were increased by 2% over baseline for all student groups. The Academic Program Survey actual outcome for ELA/ELD-3.5 and math-4 was achieved.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. The proposed expenditures were over estimated by \$3,734.86. Supplies for ink, toner, copy paper, library supplies, classified personnel, nurse's supplies, and print shop materials were over estimated. Teachers were using the curriculum's electronic platform by using erasable markers, white boards, and Math Talks for implementation. This could explain the decrease in paper usage and toner. Also, year two of the technology plan was implemented. Six rooms were provided with efficient printers.

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 Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Maximize student engagement and achievement.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Attendance Rate/Chronic Absenteeism Rate | Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1% | District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Gateway Chronic Absenteeism increased 1.3% |
| Suspension Rate | Decrease/Maintain Suspension rate by 1% | District Suspension Rate 6.6%; Gateway Suspension Rate 2.9%; Increased 1.3% |
| California Healthy Kids Survey | Maintain/Increase school connectedness by 1% | Fall 2017 67% of 5th graders feel connected; Fall 2018 Survey Summary: 40% of 5th grade felt connected to school all the time |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1. Provide before/after school or lunch time academic interventions. | Provided before/after school interventions. | Goal 2, Action 4 LCAP 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4500.00 | Goal 2, Action 4 LCAP 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 3,960.00 |
| | | Goal 2, Action 4 LCAP 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 500.00 | Goal 2, Action 4 LCAP 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 762.32 |
| 2. Provide evidence-based, supplemental academic intervention materials. | Provided evidence-based supplemental academic intervention materials. | StarFall one year subscription 4000-4999: Books And Supplies Title I Part A: Allocation 270.00 | StarFall one year subscription 4000-4999: Books And Supplies Title I Part A: Allocation 270.00 |
| | | Math Seeds one year subscription 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3942.00 | Math Seeds one year subscription 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2885.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Standards Plus Math and ELA for grades 3-4-5 (2nd grade as needed) 4000-4999: Books And Supplies Title I Part A: Allocation 8000.00 | Standards Plus Math and ELA for grades 3-4-5 (2nd grade as needed) 4000-4999: Books And Supplies Title I Part A: Allocation 0 |
| 3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc. | Implemented student engagement strategies and/or programs. | Student medals/incentives for Accelerated Reading and Accelerated Multiplication achievement 4000-4999: Books And Supplies Title I Part A: Allocation 500.00 | Student medals/incentives for Accelerated Reading and Accelerated Multiplication achievement 4000-4999: Books And Supplies Title I Part A: Allocation 180.12 |
| | | K-5 student recognition awards: School-wide Expectations Assembly (drawing tickets, monthly awards/material incentives) Monthly Assemblies to increase positive behavior (attendance tags, Super Improver Awards, Student of the Month Awards, etc.) 4000-4999: Books And Supplies Title I Part A: Allocation 2000.00 | K-5 student recognition awards: School-wide Expectations Assembly (drawing tickets, monthly awards/material incentives) Monthly Assemblies to increase positive behavior (attendance tags, Super Improver Awards, Student of the Month Awards, etc.) 4000-4999: Books And Supplies Title I Part A: Allocation 1,000.00 |
| | | Positive Behavior Rewards activities/materials/games teachers buy or create to provide high interest activities school-wide 10 times a year. (22 teachers @ \$50 = \$1,100); Battle of the Books grades 3-4-5 (membership, transportation, books \$500) 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1,600.00 | Positive Behavior Rewards activities/materials/games teachers buy or create to provide high interest activities school-wide 10 times a year. (22 teachers @ \$50 = \$1,100); Battle of the Books grades 3-4-5 (membership, transportation, books \$500) 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0 |
| 5. GATEWAY Strategy: Provide supplemental, instructional support in | Provided supplemental, instructional support in TK/K. | TK/K Instructional Support Paraprofessional 2000- | TK/K Instructional Support Paraprofessional 2000- |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------------------|-------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| transitional kindergarten/kindergarten. | | 2999: Classified Personnel Salaries Title I Part A: Allocation 6534.53 | 2999: Classified Personnel Salaries Title I Part A: Allocation 6534.53 |
| | | Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 1476.96 | Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 1476.96 |

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned, with the exception of providing evidence-based, supplemental academic intervention materials: Standards Plus Math and ELA for grades 3-4-5 (2nd grade as needed) and Implementing student engagement strategies and/or programs: materials and incentives.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Area of focus for the district and site continue to be in math achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Standards Plus was not purchased due to the non use of the materials after purchase. During grade-level collaboration, teachers expressed their inability to find time to implement the enrichment programs. The teachers concurred that they would rather create teacher driven interventions supplemented by electronic evidence programs like Dream Box to maximize student engagement and achievement.

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.

Strategies and activities will be adjusted to address site identified needs and district initiatives. Sierra Sands Unified School District has implemented Attention 2 Attendance started in 2019. This program automatically sends out truancy letters, chronic attendance letters, and excessively excused attendance letters every two weeks. Parents are notified by mail of their child's attendance. When a parent receives an attendance letter, a conference is scheduled with the principal to discuss the importance of school attendance. Monthly assemblies are scheduled to address school-wide expectations. These assemblies address Gateway's Expectations of Be Respectful, Be Responsible, Be Safe, and Be Kind. By addressing these areas, the site principal models the expectation school-wide so that the message is heard by all. The staff then reinforces the expectations in their classroom and outside areas. Activity 2: Provide evidence-based, supplemental academic intervention material does increase student achievement but does not address the increased chronic absenteeism or increased suspension rate.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Grow family and community partnerships that benefit students.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------------|-------------------------------------------------------------------|-------------------------------------------------|
| LCAP Parent Surveys | Maintain/Increase percentage of parents feeling welcome at school | 2018-82% and 2019-73.5%; Declined 8.5% |
| Title I Parent Surveys | See 2019 Title I Parent Survey Results Addendum | See 2019 Title I Parent Survey Results Addendum |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Engage parents/guardians in ongoing, two-way communication. | Engaged parents/guardians in ongoing, two-way communication. | School to Home Communication Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,236.00 | School to Home Communication Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 876.83 |
| | | Magnetic school calendars for each family 4000-4999: Books And Supplies Title I Part A: Allocation 500.00 | Magnetic school calendars for each family 4000-4999: Books And Supplies Title I Part A: Allocation 518.96 |
| | | Upper grade planners/parent communication 4000-4999: Books And Supplies Title I Part A: Allocation 400.00 | Upper grade planners/parent communication 4000-4999: Books And Supplies Title I Part A: Allocation 222.46 |
| | | Title I Parent information about monthly Family Nights: paper, stickers, toner, labels 4000-4999: Books And Supplies Title I Part A: Allocation 300.00 | Title I Parent information about monthly Family Nights: paper, stickers, toner, labels 4000-4999: Books And Supplies Title I Part A: Allocation 21.30 |
| 2. Provide monthly Family Nights to increase parent/guardian engagement. | Provided monthly family nights to increase parent/guardian engagement. | Monthly Family Night supplies (crafts, materials for science/sensory motor, music, items for prize | Monthly Family Night supplies (crafts, materials for science/sensory motor, music, items for prize |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| | | drawings) 4000-4999: Books And Supplies Title I Part A: Allocation 1000.00 | drawings) 4000-4999: Books And Supplies Title I Part A: Allocation 1190.70 |
| 3. Provide parent/guardian education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc. | Provided parent/guardian education. | Loving Solutions Education Parent Nights 3000-3999: Employee Benefits Title I Part A: Parent Involvement 254.00 | Loving Solutions Education Parent Nights 3000-3999: Employee Benefits Title I Part A: Parent Involvement 162.98 |
| | | Loving Solutions Value Package materials (10 parent guides and 1-teacher's guide) 4000-4999: Books And Supplies Title I Part A: Allocation 400.00 | Loving Solutions Value Package materials (10 parent guides and 1-teacher's guide) 4000-4999: Books And Supplies Title I Part A: Allocation 468.98 |
| | | Light Refreshments for Loving Solutions Education Parent Nights 4000-4999: Books And Supplies Title I Part A: Allocation 300.00 | Light Refreshments for Loving Solutions Education Parent Nights 4000-4999: Books And Supplies Title I Part A: Allocation 0.00 |
| | | Instructor's salary for Loving Solutions: Parent Nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1320.00 | Instructor's salary for Loving Solutions: Parent Nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 847.00 |

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned, with the exception of providing light refreshments for the Loving Solutions Education Parent Nights.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the strategies and activities in Goal 3 were effective at the site level but not the district level. Parents appreciate the "purple" communication folders for homework and return to school papers. Each student is given a "purple" folder at the beginning of the year or when they enroll. The folders contain the school magnetic calendar, enrollment forms, emergency cards, Chromebook policy form, and other communication papers. This is an effective activity since it is used school-wide from the SDC preschool to 5th grade.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. Light Refreshments for Loving Solutions Education Parent Nights was not implemented due to the program being held at Inyokern Elementary. For next year, the Gateway counselor should coordinate with the Inyokern counselor and schedule a light refreshment calendar.

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.

Strategies and activities will be adjusted to address site identified needs and district initiatives. The effectiveness of the Loving Solutions program can be surveyed in the end of the year Title 1 Parent Survey as a metric.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Guarantee safe and well-maintained facilities.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------|------------------------------|-----------------------------------|
| Facility Inspection Tool | Maintain/Increase FIT rating | FIT rating went from fair to good |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Support safe and well-maintained facilities. | Supported safe and well-maintained facilities. | Custodial supplies: trashcans, brooms, mops, cleaning supplies, entry way carpets, paper products, furniture, new or update equipment to maintain school, gloves 4000-4999: Books And Supplies General Unrestricted 8000.00 | Custodial supplies: trashcans, brooms, mops, cleaning supplies, entry way carpets, paper products, furniture, new or update equipment to maintain school, gloves 4000-4999: Books And Supplies General Unrestricted 11,687.87 |

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
As noted in the "Actual Actions/Services" section above, all planned actions and services were implemented as planned and the budget was overspent by more than \$3,500.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
Material differences between budgeted expenditures and actual expenditures are related to the purchase of three cafeteria tables.

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.
Budget allocations need to be analyzed and adjusted for increased expenses. Several district community events are hosted at Gateway so more custodial supplies are used (i.e. paper towels and soap). Presently, all the cafeteria tables have been replaced due to water damage caused by the July 5, 2019 earthquake damage on the building which caused a water suppression pipe to break.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------------------------|------------------------------------------------------------------------|------------------------------------------|
| Number/rate of fully credentialed teachers | Maintain/Increase the number/rate of fully credentialed teachers by 2% | 17/20 Fully Credentialed Teachers 85% |

Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide professional development in identified area(s) of site need and district initiatives. | Provided professional development in identified areas of site need. | Registration for three 1st grade teachers PLC Assessment Conference Anaheim , Hotel, Rental Car, Per Diem 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2200.00 | Registration for three 1st grade teachers PLC Assessment Conference Anaheim , Hotel, Rental Car, Per Diem 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 323.19 |
| | | Substitute teacher in order to provide staff with observation Best Practices 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000.00 | Substitute teacher in order to provide staff with observation Best Practices 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0.00 |
| | | Substitute benefits for Best Practices 3000-3999: Employee Benefits Title I Part A: Allocation 500 | Substitute benefits for Best Practices 3000-3999: Employee Benefits Title I Part A: Allocation 0.00 |
| | | Substitutes provided when admin is off campus (Teacher In Charge) 1000-1999: Certificated Personnel Salaries General Unrestricted 1000.00 | Substitutes provided when admin is off campus (Teacher In Charge) 1000-1999: Certificated Personnel Salaries General Unrestricted 0 |
| | | Employee Benefits for Teacher In Charge 3000-3999: Employee | Employee Benefits for Teacher In Charge 3000-3999: Employee |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Benefits General Unrestricted 200.00 | Benefits General Unrestricted 0 |
| | | Professional Literature/Materials to support active learning: Interventions (Audio/Book formats): Evidence-Based Behavioral Strategies for Individual Students, Second Edition Audio CD Library Binding – 2008 by Ph.D.Safe & Civil Schools Randy Sprick (Author) ; and/or Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success (Teaching Methods for Competency-Based ... New Art and Science of Teaching Book Series); Number Talks: Whole Number Computation, Grades K-5 Mar 1, 2014 by Sherry Parrish; Number Talks: Fractions, Decimals, and Percentages 1st Edition by Sherry Parrish (Author), Ann Dominick (Author); and/or Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps | Professional Literature/Materials to support active learning: Interventions (Audio/Book formats): Evidence-Based Behavioral Strategies for Individual Students, Second Edition Audio CD Library Binding – 2008 by Ph.D.Safe & Civil Schools Randy Sprick (Author) ; and/or Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success (Teaching Methods for Competency-Based ... New Art and Science of Teaching Book Series); Number Talks: Whole Number Computation, Grades K-5 Mar 1, 2014 by Sherry Parrish; Number Talks: Fractions, Decimals, and Percentages 1st Edition by Sherry Parrish (Author), Ann Dominick (Author); and/or Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>to Teaching Heaven by Chris Biffle The number of copies will be determined by the price, availability and budget constraints. 4000-4999: Books And Supplies Title I Part A: Allocation 1,000.00</p> | <p>to Teaching Heaven by Chris Biffle The number of copies will be determined by the price, availability and budget constraints. 4000-4999: Books And Supplies Title I Part A: Allocation 1,000.00</p> |
| | | <p>Professional Development: Common Core Best Practices, Learning and Engagement, Technology in the classroom, Professional Learning Communities, Restorative Practices, Positive Behavior Intervention Support, Whole Brain Development, Illuminate Education User Conference. Conferences subject to change due to availability and confines of budget expenditures. Conference Amenities: Registrations, Hotels, Transportation, Meals, Substitutes/Benefits for Professional Developments (etc). 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 9,040.51</p> | <p>Professional Development: Common Core Best Practices, Learning and Engagement, Technology in the classroom, Professional Learning Communities, Restorative Practices, Positive Behavior Intervention Support, Whole Brain Development, Illuminate Education User Conference. Conferences subject to change due to availability and confines of budget expenditures. Conference Amenities: Registrations, Hotels, Transportation, Meals, Substitutes/Benefits for Professional Developments (etc). 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 5,082.70</p> |

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned except for providing substitute teachers for staff to observe best practices, a substitute teacher for the Teacher In Charge when the principal is off campus, and use of all professional development funds.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5. Many teachers went to professional development conferences such as the Orton-Gillingham conference in the summer. The two second year teachers started the beginning of the year 2018-19 with an increased awareness of how to supplement their English Language Arts skills for their students. The data from the site's Child Studies indicate increased STAR Early Literacy scores.

Five teachers attended the Restorative Circle and Practice conference and nine teachers attended a Whole Brain conference; both conferences were held on the same day. Both professional development conferences increase the skill level as measured by teachers' ability to implement Restorative Circles in their classrooms and teachers using the Whole Brain classroom verbal expectations.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. To assist in the strategy of providing substitute teachers for Gateway staff to view best practices in other classroom, a contact person needs to organize this event.

Since the Teacher In Charge was a shared responsibility for two teachers, this provided the opportunity for both teachers to coordinate when the principal was off campus and a substitute teacher was not needed.

Many teachers received professional development in Step Up To Writing, Orton-Gillingham, and Math Talks that were district funded. Since the professional development was met by the Curriculum and Instruction Office, the site did not fund the programs.

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.

Strategies and activities will be adjusted to address site identified professional development needs. The activity of providing a substitute teacher for teachers in order to view best practices has been reduced due to teachers sharing best practices during grade-level collaborations and also a need of a person to coordinate this event.

Budget Summary

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

Allocations by Funding Source

| Funding Source | Amount | Balance |
|--------------------------------------------|------------|---------|
| General Unrestricted | 37,810.00 | 0.00 |
| Title I Part A: Allocation | 59,256.00 | 0.00 |
| Title I Part A: Parent Involvement | 3,228.00 | 0.00 |
| LCFF Supp Conc - Intervention (BS/AS) | 5,994.00 | 0.00 |
| Title I Part A: Site Assigned ESSA Teacher | 115,175.00 | 0.00 |

Budget Summary

| Description | Amount |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$177,659.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$221,463.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------------------------|-----------------|
| Title I Part A: Allocation | \$59,256.00 |
| Title I Part A: Parent Involvement | \$3,228.00 |

Subtotal of additional federal funds included for this school: \$62,484.00

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

| State or Local Programs | Allocation (\$) |
|---------------------------------------|-----------------|
| General Unrestricted | \$37,810.00 |
| LCFF Supp Conc - Intervention (BS/AS) | \$5,994.00 |

Title I Part A: Site Assigned ESSA Teacher

\$115,175.00

Subtotal of state or local funds included for this school: \$158,979.00

Total of federal, state, and/or local funds for this school: \$221,463.00

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
- 0 Secondary Students

| Name of Members | Role |
|---------------------|----------------------------|
| Margaret H. Bergens | Principal |
| Julie Sanders | Other School Staff |
| Natalia Casco | Classroom Teacher |
| Miley Mower | Other School Staff |
| Kelly Karakas | Classroom Teacher |
| Lindsay Briles | Parent or Community Member |
| Laurie Sumners | Parent or Community Member |
| Thomas Copper | Parent or Community Member |
| Hilary Paul | Parent or Community Member |
| Rachel Kimbler | Parent or Community Member |
| Stacy Harvey | Classroom Teacher |
| Ester Long | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 December 19, 2019.

Attested:



Principal, Margaret H. Bergens on December 19, 2019



SSC Chairperson, Thomas Cooper on December 19, 2018

Gateway Elementary School: Title 1 Parent Survey Results 2018-19

Total enrollment: 425

115 responses to the survey which represented 149 students.

School Culture

| Parents and students feel welcome at this school. | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|----------|-------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 58.3% | 34.8% | 5.2% | 0.9% | 0.9% |
| My child feels safe at Gateway Elementary. | | | | |
| 54.8% | 34.8% | 7.0% | 2.6% | 0.9% |
| Expectations are taught through Positive Behavior Intervention Supports (PBIS): Be Respectful, Be Responsible, Be Safe; and our Whole Brain Teaching Rules and teaching strategies. | | | | |
| 50% | 42.1% | 7.0% | 0.9% | 0% |
| The school is well maintained. | | | | |
| 57.4% | 35.7% | 4.3% | 0.9% | 1.7% |

Parent/Community Involvement

| Parents are encouraged to participate in their child's education at home. | | | | |
|------------------------------------------------------------------------------------------------------------------------------------|-------|---------|----------|-------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 55.7% | 40.9% | 3.5% | 0% | 0% |
| Parents are encouraged to volunteer at school in the classrooms, on field trips, and for special events. | | | | |
| 50.9% | 43.9% | 3.5% | 0.9% | 0.9% |
| Parents are invited and encouraged to attend school functions, parent/teacher conferences, family nights, and other school events. | | | | |
| 66.1% | 29.6% | 3.5% | 0.9% | 0% |

Home/School Communication

| Parents know who to go to when they have concerns or questions. | | | | |
|-----------------------------------------------------------------|-------|---------|----------|-------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------|-------|------|------|------|
| 52.2% | 36.5% | 9.6% | 1.7% | 0% |
| Teachers communicate effectively with parents. | | | | |
| 53.0% | 36.5% | 7.0% | 2.6% | 0.9% |
| Parent Square or other teacher formats are effective ways for teachers and the school to communicate with parents. | | | | |
| 57.4% | 35.7% | 6.1% | 0.9% | 0% |
| Communication between school and home is sent in my primary language. | | | | |
| 74.8% | 21.7% | 1.7% | 0.9% | 0.9% |

Standards and Assessments

| Gateway has high academic standards for all students. | | | | |
|---------------------------------------------------------------------------------------------------------------------------------|-------|---------|----------|-------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 45.2% | 40.9% | 11.3% | 2.6% | 0% |
| Parents are fully informed about their child's academic progress through progress reports and conferences (November and March). | | | | |
| 60.9% | 33.0% | 6.1% | 0% | 0% |

Teaching and Learning

| My child is making progress in reading. | | | | |
|-----------------------------------------|-------|---------|----------|-------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 64.3% | 28.7% | 5.2% | 1.7% | 0% |
| My child is making progress in writing. | | | | |
| 50.4% | 37.4% | 11.3% | 0.9% | 0% |
| My child is making progress in math. | | | | |
| 60% | 29.6% | 8.7% | 0.9% | 0.9% |

| | | | | |
|--------------------------------------------------|-------|------|------|------|
| My child is regularly assigned homework. | | | | |
| 60.5% | 28.1% | 3.5% | 4.4% | 3.5% |
| Overall, my child is receiving a good education. | | | | |
| 58.3% | 35.7% | 4.3% | 0.9% | 0.9% |