

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	John Steinbeck Elementary School
<b>Address</b>	3550 N. Milburn Ave. Fresno, CA 93722
<b>County-District-School (CDS) Code</b>	10-73965-6112775
<b>Principal</b>	Ying Lee, Principal
<b>District Name</b>	Central Unified School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	October 9, 2018
<b>Local Board Approval Date</b>	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Steinbeck Elementary fosters a mutually respectful and positive learning environment promoting self-accountability through active engagement, effective and data driven instruction with opportunities for students to create, collaborate, communicate and think critically to achieve goals aligned with 21st century academic standards of success. The mission for Steinbeck in alliance with Central Unified's guiding principles vision and mission based on the belief that every child can learn while embedding the core values of character, leadership, innovation and continuous improvement.

## School Profile

Steinbeck School is located within the city limits of Fresno and serves students in transitional kindergarten through sixth grade. Construction on Steinbeck was completed in Spring 1995, and the first students began in July 1995. The entire Steinbeck team is committed to providing a comprehensive academic program in a learning environment that maintains high academic and behavioral standards and promotes success for all students. Steinbeck Elementary School, with an attendance area of approximately 5 square miles, lies in a combination of an urban and agricultural setting. Steinbeck has 30 classroom teachers, one instructional support coach, one intervention teacher, a behavior intervention counselor and a school psychologist, a speech therapist, two music teachers, one physical education teacher, three custodians, a principal's secretary, a clerk typist II, a nurse and health aide, a guidance instructional advisor, and a principal.

## 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

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to process of writing a School Plan for Achievement (SPSA). Central US and Steinbeck Elementary School continues to focus on increasing parent involvement in the input process. Steinbeck Elementary School reaches out to stakeholders by flyers, Blackboard Connect, and school website. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during English Learner Advisory Committee meetings, Annual Title I meeting, and quarterly School Site Council meetings.

Stakeholders input sessions were:

English Language Advisory Committee 9/10/18 and 10/22/18  
School Leadership Team 9/27/18  
School Site Council 10/1/18

Childcare and interpretation were provided as requested by stakeholders. (Spanish, Punjabi &/or Hmong). Overall trends in stakeholder feedback included: All committees agreed that the tactics from last year were effective in producing positive results. There were minor changes to the strategies/tactics and expenditures for this year. As a result of the stakeholder input sessions, the School Plan for Student Achievement includes the following: English Language Learner Committee expressed a desire for more supports for English learners and the School Site Council expressed a need for more classroom literature sets. Steinbeck Elementary appreciates and takes into consideration the valuable input of all of our stakeholder as this information informs our goals and actions.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	1.3%	0.91%	5	10	7
African American	17.0%	16.2%	16.78%	132	124	129
Asian	11.4%	11.6%	11.70%	88	89	90
Filipino	1.4%	1.4%	1.43%	11	11	11
Hispanic/Latino	58.6%	58.6%	58.91%	454	448	453
Pacific Islander	0.3%	0.3%	0.26%	2	2	2
White	10.6%	9.8%	9.75%	82	75	75
Multiple/No Response	0.1%	0.7%	0.13%	1	5	1
Total Enrollment				775	765	769

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		138	130
Grade 1		87	111
Grade 2		100	96
Grade3		103	101
Grade 4		115	104
Grade 5		110	109
Grade 6		112	118
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		765	769

### Conclusions based on this data:

1. Steinbeck has a steady population that remains consistent through the grades.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	157	142		20.3%	18.6%	
Fluent English Proficient	55	73		7.1%	9.5%	
Reclassified Fluent English Proficient		21		0.0%	13.4%	

### Conclusions based on this data:

1. There has been a decrease in the number of English Learners enrolled at Steinbeck.
2. The number of English Learners being reclassified has increased.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	116	106	102	114	104	101	114	104	101	98.3	98.1	99
Grade 4	112	116	101	111	114	99	111	112	99	99.1	98.3	98
Grade 5	124	110	107	120	108	106	120	108	106	96.8	98.2	99.1
Grade 6	104	109	110	104	109	110	104	109	110	100	100	100
All Grades	456	441	420	449	435	416	449	433	416	98.5	98.6	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.	2391.	2405.	12	10.58	18.81	18	23.08	17.82	31	31.73	30.69	39	34.62	32.67
Grade 4	2409.	2432.	2420.	11	10.71	10.10	11	22.32	17.17	22	27.68	23.23	57	39.29	49.49
Grade 5	2441.	2458.	2471.	5	9.26	11.32	18	25.00	26.42	19	24.07	21.70	58	41.67	40.57
Grade 6	2479.	2485.	2502.	2	6.42	7.27	26	26.61	37.27	33	29.36	21.82	39	37.61	33.64
All Grades	N/A	N/A	N/A	8	9.24	11.78	18	24.25	25.00	26	28.18	24.28	48	38.34	38.94

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	10	8.74	14.00	45	44.66	46.00	45	46.60	40.00	
Grade 4	6	9.91	11.11	36	45.05	48.48	58	45.05	40.40	
Grade 5	3	12.04	7.62	36	46.30	52.38	61	41.67	40.00	
Grade 6	6	7.41	14.55	45	46.30	40.00	49	46.30	45.45	
All Grades	6	9.53	11.84	40	45.58	46.62	53	44.88	41.55	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	13.59	22.00	45	54.37	41.00	41	32.04	37.00
Grade 4	9	12.61	8.08	45	56.76	44.44	46	30.63	47.47
Grade 5	11	16.67	16.19	38	40.74	45.71	51	42.59	38.10
Grade 6	7	9.26	19.09	45	51.85	43.64	48	38.89	37.27
All Grades	10	13.02	16.43	43	50.93	43.72	46	36.05	39.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	6.80	11.00	60	66.02	67.00	28	27.18	22.00
Grade 4	7	9.91	9.09	60	54.95	70.71	32	35.14	20.20
Grade 5	3	12.96	12.38	55	54.63	60.95	42	32.41	26.67
Grade 6	10	4.63	11.82	67	72.22	62.73	23	23.15	25.45
All Grades	8	8.60	11.11	60	61.86	65.22	32	29.53	23.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	14.56	25.00	61	56.31	48.00	27	29.13	27.00
Grade 4	13	19.82	11.11	47	52.25	58.59	41	27.93	30.30
Grade 5	12	20.37	21.90	60	40.74	48.57	28	38.89	29.52
Grade 6	16	19.63	23.64	64	53.27	55.45	19	27.10	20.91
All Grades	13	18.65	20.53	58	50.58	52.66	29	30.77	26.81

#### Conclusions based on this data:

1. Although Steinbeck has made gains in percentage of students meeting or exceeding standards, a significant opportunity for growth still exists in student learning for ELA. This conclusion is based on 67% of Steinbeck students in grades 3-6 not meeting achievement standards for ELA.
2. Major learning gaps exist in the expected CCSS ELA Reading domain. Nearly half of students in grades 3-6 are reading below grade level standards. This conclusion is based on the Standard Not Met category (the lowest category) being the most significant percentage for grades 3-6 (grade 3, 40%; grade 4, 40.40%; grade 5, 40%; grade 6, 45.45%).
3. Research/Inquiry are the ELA claims indicating the most improvement for students in grades 3-6. This conclusion is based on the percentage scoring above standard in grades 3-6 as 20.53%, over previous years proficiency of 18.65%. The percentage of students scoring below standards also dropped from 30.77% to 26.81%.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	116	106	101	114	104	100	114	104	100	98.3	98.1	99
Grade 4	112	116	100	112	113	99	112	112	99	100	97.4	99
Grade 5	124	110	107	120	109	107	119	109	107	96.8	99.1	100
Grade 6	104	110	110	104	109	110	104	109	110	100	99.1	100
All Grades	456	442	418	450	435	416	449	434	416	98.7	98.4	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2417.	2421.	2428.	15	12.50	19.00	20	30.77	26.00	36	30.77	30.00	29	25.96	25.00
Grade 4	2412.	2439.	2434.	4	8.93	5.05	11	17.86	21.21	34	36.61	39.39	52	36.61	34.34
Grade 5	2438.	2457.	2480.	3	7.34	10.28	8	11.01	15.89	31	31.19	32.71	58	50.46	41.12
Grade 6	2461.	2484.	2476.	3	5.50	6.36	14	16.51	14.55	35	39.45	31.82	48	38.53	47.27
All Grades	N/A	N/A	N/A	6	8.53	10.10	13	18.89	19.23	34	34.56	33.41	47	38.02	37.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	20.19	32.00	39	47.12	35.00	39	32.69	33.00
Grade 4	4	16.96	12.12	32	28.57	34.34	63	54.46	53.54
Grade 5	6	11.93	17.76	22	25.69	29.91	72	62.39	52.34
Grade 6	4	13.76	9.09	36	33.03	31.82	61	53.21	59.09
All Grades	9	15.67	17.55	32	33.41	32.69	59	50.92	49.76

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	25.96	22.00	45	50.96	47.00	39	23.08	31.00
Grade 4	4	11.61	7.07	41	51.79	50.51	55	36.61	42.42
Grade 5	4	6.42	14.02	29	37.61	40.19	67	55.96	45.79
Grade 6	9	5.50	7.27	43	48.62	44.55	48	45.87	48.18
All Grades	8	12.21	12.50	39	47.24	45.43	53	40.55	42.07



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 3</b>	20	15.38	24.00	59	59.62	51.00	21	25.00	25.00
<b>Grade 4</b>	8	11.61	8.08	37	48.21	45.45	55	40.18	46.46
<b>Grade 5</b>	3	9.17	9.35	41	38.53	47.66	56	52.29	42.99
<b>Grade 6</b>	6	6.42	8.18	43	47.71	44.55	51	45.87	47.27
<b>All Grades</b>	9	10.60	12.26	45	48.39	47.12	46	41.01	40.63





**Conclusions based on this data:**

1. Although there has been gains in the percentage of students meeting or exceeding standards, a significant opportunity for growth remains in student learning for Mathematics. This conclusion is based on 70.67% of Steinbeck students in grades 3-6 not meeting achievement standards for Mathematics.
2. The learning gap for Mathematics of grade level expectations compared to student performance widens with each progressing grade level for grades 3-6. This conclusion is based on Standards Exceeded and Standards Met combined in grade 3 of 35%. grade 4 of 26.26%, grade 5 of 25.89%, and grade 6 of 20.91%.
3. Concepts and Procedures remains our most significant claim of need for grades 3-6. This conclusion is based on 49.76% of students in grades 3-6 scoring Below Standard, the lowest of the three claims.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	0
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		7	4
Mathematics (3-8)		7	1

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


### Conclusions based on this data:

1. Steinbeck has made gains in the English Learner student group.
2. Although Steinbeck has made progress in decreasing suspension, the rate still remains high.
3. Growth in ELA and Mathematics is increasing. Continued focus in these two areas are needed to ensure that more students are meeting standards.









# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
<b>Suspension Rate</b>		890	Very High 7.3%	Declined Significantly -2.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
<b>All Students</b>		890	Very High 7.3%	Declined Significantly -2.2%
<b>English Learners</b>		161	Medium 2.5%	Declined -0.6%
<b>Foster Youth</b>		10	*	*
<b>Homeless</b>		1	*	*
<b>Socioeconomically Disadvantaged</b>		751	Very High 7.7%	Declined Significantly -2.3%
<b>Students with Disabilities</b>		71	Very High 14.1%	Declined Significantly -2.8%
<b>African American</b>		142	Very High 18.3%	Declined Significantly -4.5%
<b>American Indian</b>		10	*	*
<b>Asian</b>		99	Very Low 0%	Declined Significantly -2.1%
<b>Filipino</b>		11	Very High 9.1%	Increased Significantly +9.1%
<b>Hispanic</b>		525	Very High 6.5%	Declined Significantly -1.4%
<b>Pacific Islander</b>		2	*	*
<b>Two or More Races</b>		2	*	*
<b>White</b>		94	Medium 2.1%	Declined Significantly -4.9%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


**Conclusions based on this data:**

- 1. Although there has been a significant decline in suspension, Steinbeck's suspension rate remains very high at 7.3%.
- 2. Interventions and supports are showing to be effective in decreasing suspension.
- 3. The suspension rate of African American students has declined significantly (-4.5%).





# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		123	Medium 70.7%	Increased +1.8%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.5%	Declined -0.6%
English Learner Progress (1-12)		Medium 70.7%	Increased +1.8%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 55.1 points below level 3	Maintained -2.4 points
Mathematics (3-8)		Low 46.5 points below level 3	Increased +10.6 points

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


### Conclusions based on this data:

1. Steinbeck has increased the overall progress of English Learners by 1.8%.
2. English Language Arts is an area of need for Steinbeck's English Learners even though they maintained low status.
3. Steinbeck's English Learners have made a significant gain of 10.6 points in Mathematics.









# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		397	Low 39.9 points below level 3	Increased +11.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		397	Low 39.9 points below level 3	Increased +11.6 points
English Learners		97	Low 55.1 points below level 3	Maintained -2.4 points
Foster Youth		1	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		332	Low 43.8 points below level 3	Increased +11.5 points
Students with Disabilities		38	Very Low 122.3 points below level 3	Increased +10.9 points
African American		61	Very Low 71 points below level 3	Increased +11.5 points
American Indian		7	*	*
Asian		40	Low 34.3 points below level 3	Declined -6.1 points
Filipino		5	*	*
Hispanic		241	Low 37.3 points below level 3	Increased +13 points
Pacific Islander		1	*	*
Two or More Races		1	*	*
White		41	Low 21.5 points below level 3	Increased Significantly +20.4 points

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	50	Low 12.5 points below level 3	Increased +5.8 points
EL - English Learner Only	47	Very Low 100.4 points below level 3	Declined Significantly -33.8 points
English Only	280	Low 39.4 points below level 3	Increased Significantly +16.2 points

#### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

**English Language Arts (3-8)** 8

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


#### Conclusions based on this data:

1. All subgroups except English Learners and Asians at Steinbeck have increased their performance levels.
2. Reclassified English Learners and English Only students are making gains, but English Learners have declined in performance, demonstrating that there is a significant opportunity for growth.








# School and Student Performance Data

## Status and Change Report Mathematics (Math)


The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		396	Low 46.1 points below level 3	Increased Significantly +17.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		396	Low 46.1 points below level 3	Increased Significantly +17.5 points
English Learners		97	Low 46.5 points below level 3	Increased +10.6 points
Foster Youth		1	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		331	Low 50.9 points below level 3	Increased Significantly +17.5 points
Students with Disabilities		38	Very Low 111.3 points below level 3	Increased Significantly +41.7 points
African American		61	Low 82.2 points below level 3	Increased Significantly +17.7 points
American Indian		7	*	*
Asian		40	Low 25.1 points below level 3	Increased +11.3 points
Filipino		5	*	*
Hispanic		240	Low 46.1 points below level 3	Increased Significantly +18.1 points



Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
Pacific Islander		1	*	*
Two or More Races		1	*	*
White		41	Low 35.7 points below level 3	Increased +10.6 points

#### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners				
State Indicators	Number of Students	Status	Change	
EL - Reclassified Only	50	Medium 8.3 points below level 3	Increased Significantly +29.6 points	
EL - English Learner Only	47	Low 87.1 points below level 3	Declined Significantly -22.3 points	
English Only	279	Low 49.4 points below level 3	Increased Significantly +20.2 points	

#### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

#### Mathematics (3-8)

8

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. All subgroups have demonstrated an increase in performance levels, although overall performance level remains low.
2. English Learners Only have declined in performance, indicating a significant area of growth for Steinbeck.

# School and Student Performance Data

## Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

### English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

### Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

### English Language Arts

### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

### English Language Arts

### Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Steinbeck students made progress in both English Language Arts and Math in moving towards proficiency.
2. There was an increase of English Learners meeting proficiency.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

### Conclusions based on this data:

1. There was a significant decrease in suspensions.

# School and Student Performance Data

## Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

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Conclusions based on this data:

1.

# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:

1. Steinbeck is demonstrating low performance from all subgroups in all areas except English Learner Progress.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

All students will have equitable access to rigorous, high level ELA and Mathematics programs.

### Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. 36% of students in grades 3-6 at Steinbeck are meeting or exceeding standards in ELA and 28% are meeting or exceeding standards in Mathematics.
- Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System indicate that from March 2016 to March 2107 there is no measurable improvement (63% meeting or exceeding F & P standards.) 52% of students in grades TK-2 are meeting or exceeding standards as measured by Fountas and Pinnell. (K- 63.0% , 1- 45.9% , 2- 54.6 %)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018	ELA, DFM - 39.9	By June of 2019:
SBAC Math DFM Spring 2018	Math, DFM - 46.1	The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -32.9)
Fountas and Pinnell (F & P) "On Track" Spring 2018	F & P "On Track"% K - 63.0 %    1 - 45.9%    2 - 54.6%	The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM - 36.1)
		The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70%
		K- +7.0%            1- +24.1% 2- +15.4

### Planned Strategies/Activities

#### Strategy/Activity 1

Monitor and sustain common Tier 1 instructional best practices that align with the shifts of CCSS. Monitoring will entail: 1) Weekly campus-wide walk-throughs to assess and address equity of common instructional practices, 2) Daily classroom drop-in observations with specific instructional feedback, 3) Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback

#### Students to be Served by this Strategy/Activity

All Students

## Timeline

October 2018-October 2019

## Person(s) Responsible

Principal, GIA, site ISCs, district ISCs, intervention teacher

## Proposed Expenditures for this Strategy/Activity

Amount	2,800.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers for peer observations, coaching days, and data analysis days

## Strategy/Activity 2

Implement a strong Tier 1 core curriculum utilizing evidence-based instructional practices. Professional development will be provided to build adult capacity in guided reading, small group instruction, vocabulary development, and goal setting for students.

## Students to be Served by this Strategy/Activity

All students

## Timeline

October 2018 - October 2019

## Person(s) Responsible

Administration, instructional support coach, intervention teachers, classroom teachers

## Proposed Expenditures for this Strategy/Activity

Amount	15,387.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes to provide for planning days, lesson design through shoulder to shoulder lesson development and implementation, vertical teaming, and for teachers to attend professional development
Amount	3,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development conference and workshop fees
Amount	7682.45
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies



**Description**

Materials and supplies to support CCSS Instruction.

**Strategy/Activity 3**

Implement small group targeted instruction and alternative supports for identified at-risk students in Tier 2 and Tier 3 in reading and writing to close the achievement gap for all students. This will include, but not limited, to push in/pull out intervention, reteaching, and alternative or supported practice materials.

**Students to be Served by this Strategy/Activity**

All students will receive differentiated/alternative support based on need and at-risk status.

**Timeline**

October 2018 - October 2019

**Person(s) Responsible**

Administration, instructional support coach, intervention teachers, librarian, site aides, classroom teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	45,385.12
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Literacy intervention and support staff
<b>Amount</b>	17,671.68
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Literacy Intervention -Teaching Fellows
<b>Amount</b>	1540.30
<b>Source</b>	LCFF-SLIP
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Increase the availability of books in the library.
<b>Amount</b>	1,500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for intervention support
<b>Amount</b>	7,333.74
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Leveled readers and/or literature sets for alternative supports

**Strategy/Activity 4**

Classified aides to support primary (TK & K) students in ELA & math instruction (guided reading, small group instruction, differentiation, and teacher support).

**Students to be Served by this Strategy/Activity**

All Students in TK and K

**Timeline**

October 2018-October 2019

**Person(s) Responsible**

Administration, Instructional Support Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	43,601.70
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified support to assist primary students (small group instruction, differentiation, teacher support)

**Strategy/Activity 5**

Implement the use of educational materials and technology for academically at-risk students to enhance learning through the use of presentations, research, and engagement opportunities, and alternative supplemental materials.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

October 2018-October 2019

**Person(s) Responsible**

Administration, Instructional Support Coach, intervention teachers, classroom teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	16900.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technology to increase the availability of resources and tools for teachers and for academically at-risk students.
<b>Amount</b>	40,000.00
<b>Source</b>	Title I Part A: Allocation

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Promethean Interactive Boards, document cameras, projectors, bulbs
<b>Amount</b>	1500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technology supplies to use with programs such as headsets, speakers
<b>Amount</b>	1600.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Renew Brain Pop subscription to provide teachers and students additional resources to bring lessons to life.
<b>Amount</b>	5,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	The use of Accelerated Reader as a tool to monitor reading progress, identify students for intervention, and to build a culture of reading.
<b>Amount</b>	4500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Reading subscription to Newsela for differentiated support in the learning of informational text.

## Strategy/Activity 6

Implement the use of instructional materials and assessments to diagnose at-risk students and differentiate instruction and support in reading and writing across the curriculum to close the achievement gap for all students.

### Students to be Served by this Strategy/Activity

All students

### Timeline

October 2018 - October 2019

### Person(s) Responsible

Administration, instructional support coach, intervention teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000.00
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<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes to provide release time for teachers in order to assess students, review data, and plan for intervention needs.
<b>Amount</b>	2000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and resources to support instruction

## Strategy/Activity 7

Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real life application opportunities.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/15/18-6/13/19

### Person(s) Responsible

Principal, GIA, ISC

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,750.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	ST Math TK-6 curriculum
<b>Amount</b>	22,616.05
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Technology aide employment for 7 hours daily, which includes 3.5 supplemental hours daily above and beyond thee 3.5 hours paid for by district.
<b>Amount</b>	3,000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials to support core curriculum (e.g. flash cards, motivational materials, awards for math progress)

## Strategy/Activity 8

Implement extended learning opportunities and alternative support for identified at-risk students in math.

### Students to be Served by this Strategy/Activity

Identified at-risk students

### Timeline

October 2018-October 2019

### Person(s) Responsible

Principal, GIA, ISC, intervention teacher, classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	11,764.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher hourly rate for intervention program
<b>Amount</b>	800.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials, supplies, and resources to support extended learning opportunities

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

### Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16) Currently the suspension rate for Steinbeck elementary is 7.3%, the expulsion rate is 0.22%, attendance rate is 93.69% and chronic absenteeism is 18.1%.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard  Suspension Rate- 7.3% Expulsion Rate- 0.22% Attendance Rate- 93.69% Chronic Absenteeism- 18.1%	By June of 2019:  Suspension Rate will decrease by 5% (to 6.8%) Expulsion Rate will decrease by 10% (0.12%) Attendance Rate will increase to 97% or higher (increase by 3.31%) Chronic Absenteeism will decrease by 1% (to 17.1%)

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement supports to enhance and improve Tier 1 positive Behavior Supports and Interventions (PBIS) components.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

October 2018 - October 2019

#### Person(s) Responsible

Administration, PBIS Team

#### Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

<b>Description</b>	School wide PBIS resources, banners, posters for character education, mindfulness, restorative practices, etc.
<b>Amount</b>	6000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Assemblies to promote PBIS and character education
<b>Amount</b>	4,500.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Awards for students who meet behavior/attendance goals.

## Strategy/Activity 2

Implement behavior support for Tier 2 and Tier 3 Positive Behavior Supports and Interventions (PBIS) components.

### Students to be Served by this Strategy/Activity

Identified at-risk student in Tier 2 and Tier 3 behavior

### Timeline

October 2018 - October 2019

### Person(s) Responsible

Administration, instructional support coach, behavior intervention counselor, school psychologist, site classified aides, Behavior and Academic Intervention Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Play equipment to engage students in safe and structured opportunities.
<b>Amount</b>	1500.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Resources and supplies to support Tier 2 and Tier 3 social emotional learning
<b>Amount</b>	20,050.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

Tier 2 and 3 behavior support and intervention teacher to provide behavior instruction through social skills groups and structured recess/play.

**Strategy/Activity 3**

Literacy Support to provide small group interventions, redirection and assistance targeted for Tier 2 & 3 students.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

October 2018 - October 2019

**Person(s) Responsible**

Administration, instructional support coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	43,458.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Push in and pull out supports

**Strategy/Activity 4**

Increase student safety, staff safety and catastrophic preparation with school wide communication devices and safety materials.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

October 2018 - October 2019

**Person(s) Responsible**

Administration and all staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,950.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Safety equipment, radios, flashlights, first aid equipment

**Strategy/Activity 5**

Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground.

**Students to be Served by this Strategy/Activity**



All students

## Timeline

October 2018 - October 2019

## Person(s) Responsible

Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,000.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified EPR to provide additional yard duty support to ensure student safety

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

### Basis for this Goal

Central USD and Steinbeck Elementary School will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Steinbeck Elementary will continue providing quality parent education based on parent interest and need. Steinbeck Elementary School will encourage parent participation in providing input and being a part of the decision making process. At Steinbeck Elementary School parent involvement consists of annual Title 1 meeting, English Learner Parent Workshop, Parent Literacy workshops, volunteering on campus, School Site Council (SSC), and English Language Advisory Committee (ELAC), Parent Teacher Conferences, Back to School Night, and Open House.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18  Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 98.4% 2) "The school is a safe place where bullying and disrespect are not tolerated" 73.2%	By June of 2019 :  Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will maintain 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 78.2%

### Planned Strategies/Activities

#### Strategy/Activity 1

Parents will be given opportunities to develop knowledge and skills about literacy and other topics regarding their child's education

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

October 2018 - October 2019

#### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	21st Family Literacy Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent education workshop to support students academic, emotional and social well being
Amount	1200.00
Source	Title I Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supplemental pay for district staff to provide interpretation and childcare at parent workshops
Amount	1000.00
Source	21st Family Literacy Grant
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Food services to provide light snacks

### Strategy/Activity 2

Materials, supplies, interpretation and childcare will be provided for parents during parent involvement activities. Childcare will be provided by CUSD para professionals.

### Students to be Served by this Strategy/Activity

All students

### Timeline

October 2018 - October 2019

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	21st Family Literacy Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare and interpretation
Amount	1576.00
Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies

<b>Description</b>	Materials and supplies
<b>Amount</b>	700.00
<b>Source</b>	21st Family Literacy Grant
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Interpretation services, such as sign language
<b>Amount</b>	570.00
<b>Source</b>	21st Family Literacy Grant
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Food services to provide light snacks

# Goals, Strategies, & Proposed Expenditures

## Goal 4

Assure 1 year of growth in language acquisition for every EL student.

### Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district, 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long-term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At Steinbeck Elementary, English learners are falling below other subgroups in their performance on the SBAC assessment, with 22% of ELs meeting or exceeding standards in ELA compared to 39% of non-ELs meeting or exceeding standards. This data indicates there is an achievement gap of 17% for ELs at Steinbeck. On the spring ELPAC Summative assessment, 31.7% of ELs scored a Level 4, 31.7% scored a Level 3, 23.8% scored a Level 2, and 12.9% scored a Level 1.

At Steinbeck the current English Learner Progress Indicator is at 69.92% with an increase of 2.69 %, putting our school site in the high (green) rating overall.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 69.92%	By June of 2019:  ELPI will increase by .98% to 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM -55.1	By June of 2019:  The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -48.1)

### Planned Strategies/Activities

#### Strategy/Activity 1

Utilize formative and summative assessments to increase opportunities for speaking, listening, reading, and writing during designated and integrated ELD instruction.

#### Students to be Served by this Strategy/Activity

English Learners

#### Timeline

October 2018 - October 2019

### Person(s) Responsible

Administration, instructional support coach, classroom teachers

### Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental ELD materials and supplies to train and support designated and integrated ELD.

### Strategy/Activity 2

Tutorial Academy to target English Language Acquisition

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

October 2018 - October 2019

### Person(s) Responsible

Administration, instructional support coach

### Proposed Expenditures for this Strategy/Activity

Amount	3500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Targeted instruction for at risk students during intercession
Amount	500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Resources and materials to support targeted instruction

### Strategy/Activity 3

Reading Materials provided to students to enhance and support English Language Development

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

8/15/18-6/13/19

**Person(s) Responsible**

principal, GIA, ISC, intervention teacher, classroom teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Literature sets to support the development of literacy skills in students.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 1

By June 2018, Steinbeck will improve from 33% to 40% of students in grades 3-6 who will achieve CCSS Standard Met or Standard Exceeded as measured by SBAC.

By June 2018, Steinbeck will demonstrate 10% growth in grades TK-2 who will achieve Meets or Exceeds Expectations as measured by Fountas & Pinnell from previous school year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	Steinbeck will improve from 33% to 40% of students meeting or exceeding standards in grades 3-6 on the SBAC ELA.	36% of students in grades 3-6 are meeting or exceeding standards on the SBAC ELA.
Fountas & Pinnell	Steinbeck will demonstrate a 10% growth in grades TK-2 in meeting or exceeding expectations as measured by Fountas & Pinnell.	Steinbeck demonstrated a 15.74% growth in students in grades TK-2 meeting or exceeding expectations as measured by Fountas & Pinnell.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS.	Weekly campus wide walk-throughs were conducted to monitor common Tier 1 best instructional practices. In addition, classroom drop-ins were conducted by administration to provide instructional feedback.  Each grade level was given a planning day in Spring /Summer 2018.	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices.
		Daily classroom drop-in observations with specific instructional feedback	Daily classroom drop-in observations with specific instructional feedback.
		Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback	Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback.
		Substitute teachers for peer observations, coaching days, planning days, and data analysis days 1000-1999: Certificated Personnel	Substitute teachers for peer observations, coaching, planning, and data analysis. 1000-1999: Certificated Personnel Salaries Title



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries Title I Part A: Allocation 2,640.00	I Part A: Allocation 1,450.00
			Per diem days for teachers for planning and data analysis days. 1000-1999: Certificated Personnel Salaries LCFF 1,200.00
Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.	Substitutes were provided for teachers to attend professional development at literacy workshops.	Subs to provide Lesson Design through shoulder to shoulder lesson development and implementation. 5000- 5999: Services And Other Operating Expenditures LCFF 2,000.00	Subs to provide Lesson Design through shoulder to shoulder lesson development and implementation. 5000- 5999: Services And Other Operating Expenditures LCFF 2,036.00
		Professional development conference and workshop fees 5000-5999: Services And Other Operating Expenditures LCFF 3,500.00	Professional development conference and workshop fees 5000-5999: Services And Other Operating Expenditures LCFF 575.00
		Materials and supplies to support CCSS Instruction. 4000-4999: Books And Supplies Title I Part A: Allocation 15,760.50	Materials and supplies to support CCSS instruction 4000-4999: Books And Supplies Title I Part A: Allocation 2,561.36
Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.	Reading intervention teacher pushed into classrooms to provide additional guided reading instruction in first and second grade.	Literacy intervention and support staff 1000-1999: Certificated Personnel Salaries LCFF 45,385.12	Literacy intervention and support staff 1000-1999: Certificated Personnel Salaries LCFF 46,000.00
	Teaching fellows staff provided support in second and third grade classrooms.	Literacy Intervention - Teaching Fellows 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 17,671.68	Literacy Intervention - Teaching Fellows 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 17,671.68
	Teachers provided intervention support for Tier 2-3 students beyond the instructional day.	Subscriptions and supplemental library materials to support literacy development 4000-4999: Books And Supplies LCFF-SLIP 1,498.97	Subscriptions and supplemental library materials to support literacy development 4000-4999: Books And Supplies LCFF-SLIP 1,049.30

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Technology to supplement intervention support 4000-4999: Books And Supplies Title I Part A: Allocation 20,431.79	Technology subscription to support CCSS instruction. No technology purchased. 4000-4999: Books And Supplies Title I Part A: Allocation 2,000.00
		Staff extra work agreements for literacy and intervention alternative supports beyond the instructional day. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 10,500.00	Staff extra work agreements for literacy and intervention and alternative supports beyond the instructional day. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6,682.00
		Materials and supplies for intervention support beyond the instructional day 4000-4999: Books And Supplies Title I Part A: Allocation 1,157.55	Materials and supplies for intervention support beyond the instructional day 4000-4999: Books And Supplies Title I Part A: Allocation 0
Classified aides to support primary (TK & K) ELA instruction.	Classified aides to support primary (TK & K) ELA instruction in small group and 1 to 1 settings.	Classified support to assist primary students (small group instruction, differentiation, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 8,614.00	Classified support to assist primary students (small group instruction, differentiation, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 8,614.00
Computers for the use of supplemental online reading programs will be replaced at a 10% yearly cycle. Supplemental programs and software will be purchased to aide in students reading proficiency.	Headsets were purchased to aide in web based reading programs. Laptops were purchased to support online reading programs.	Technology 4000-4999: Books And Supplies Title I Part A: Allocation 10,000.00	Technology 4000-4999: Books And Supplies LCFF 4,546.09
		Tech supplies to use with programs such as headsets 4000-4999: Books And Supplies Title I Part A: Allocation 5,000.00	Tech supplies to use with programs such as headsets 4000-4999: Books And Supplies Title I Part A: Allocation 2,000.00
Reading materials provided to enhance and support core ELA instruction.	Literature sets were purchased to support implementation of Literature Circles in the classrooms.	Grade level literature sets 4000-4999: Books And Supplies LCFF 12,502.95	Grade level literature sets 4000-4999: Books And Supplies LCFF 11,320.87
Classroom Technology to support core instruction	Promethean Interactive Boards were purchased	Promethean Interactive Boards chromebook carts, bulbs	Promethean Interactive Boards and bulbs

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
and enhance student engagement.	and installed in all 3rd-5th grade classrooms.	etc.  4000-4999: Books And Supplies Title I Part A: Allocation 50,771.00	4000-4999: Books And Supplies Title I Part A: Allocation 56,435.00
Reading subscriptions to support CCSS ELA standards.	Subscription to Newsela was purchased for all classrooms to support the instruction of reading informational text.	Newsela-school wide subscription for differentiated support through fiction and nonfiction text through technology. 4000-4999: Books And Supplies Title I Part A: Allocation 8,000.00	Newsela school wide subscription for differentiated support through fiction and nonfiction text through technology. 4000-4999: Books And Supplies Title I Part A: Allocation 4,000.00
Scientifically researched ELD supplemental materials aligned to the Common Core State Standards, which may include technology, software, and progress monitoring materials.	Supplemental materials purchased to support ELD	Supplemental materials technology such as Imagine Learning, Waterford, Language for Learning (or related supplemental materials). 4000-4999: Books And Supplies LCFF 12,000.00	Folders, binders, and easels 4000-4999: Books And Supplies LCFF 1,176.21

## Analysis

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

Implementation of small group instruction, reteaching, and intervention were implemented in all classrooms in grades TK through 3rd grade with classified aides being utilized in TK and Kinder classrooms, Teaching Fellows were placed in second and third grade classrooms, and a reading intervention teacher pushed into all first grade classrooms. Students in Grades 3rd-6th were provided extended learning opportunities outside of the school day, such as after school tutoring.

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

ELA results show 3% growth in SBAC ELA for 3rd-6th grades. TK-2nd demonstrated 15% growth in Fountas & Pinnell, which exceeded the goal.

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

The district provided professional development to support all students, including English Learners and so there was limited need for additional outside professional development. Professional development that was offered outside of district was not what teachers wanted to attend. There was significantly less money spent on technology than allocated. Purchasing deadlines were missed and so money remained unspent. The Literacy Intervention support teacher was slightly over allocated budget. Subscriptions cost less than anticipated. There was also significantly less money spent on materials and supplies for intervention beyond the instructional day. The teachers that taught intervention after school utilized supplies and materials that were already on site. Grade level literature sets were purchased, but costs below initial quote. The cost of Promethean Boards exceeded allocation due to installation charges.

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.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP). Increased allocations for professional development in literacy and vertical teaming. This will include materials, resources, and substitute teachers.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

By June 2018, Steinbeck will improve from 27% to 40% of students in grades 3-6 who will achieve CCSS Mathematics Standard Met or Standard Exceeded as measured by SBAC.

By June 2018 Steinbeck will improve from a mean average of 24% to 40% of students meeting proficiency in 3-6 on benchmark assessments

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	Steinbeck will increase the percentage of students meeting or exceeding standards on the SBAC Math assessment from 27% to 40%.	Steinbeck demonstrated an increase of 1%, from 27% to 28% of students in grades 3-6 meeting or exceeding standards on the SBAC Math assessment.
District Benchmarks	Steinbeck will increase the percentage of students from 24% to 40% on meeting proficiency on the district math benchmark.	<p>Math BENCHMARKS: Admin. 2</p> <p>*1st Grade: 81% met/exceeded standards</p> <p>*2nd Grade: 54% met/exceeded standards</p> <p>3rd Grade: 44% met/exceeded standards</p> <p>4th Grade: 32% met/exceeded standards</p> <p>5th Grade: 43% met/exceeded standards</p> <p>6th Grade: 14% met/exceeded standards</p>

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classified aides to support primary (TK & K) math instruction.	Classified aides were placed in TK - K classrooms to support math instruction.	Classified support to assist primary students (small group instruction, differentiation, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 8,614.50	Classified support to assist primary students (small group instruction, differentiation, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 8614.50
Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align	Professional Development was not implemented specifically for math.	Professional development in balanced math	Professional development in balanced math

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with the shifts of CCSS. Establish, monitor and sustain specific instructional coach support in coach Tier 1 instructional practice.		instruction, math practices, and 21st century skills. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4922.35	instruction, math practices, and 21st century skills. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
		Professional development conference and workshop fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1,500.00	Professional development conference and workshop fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 0
		Subs for teachers to attend PD 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1200.00	Subs for teachers to attend PD 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.	Students were provided extra opportunities for math instruction that balanced conceptual learning, procedural learning, and real-life application opportunities.	ST Math TK-6 curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 3,750.00	ST Math TK-6 curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 3750.00
		Technology aide employment for 7 hours daily, which includes 3.5 supplemental hours daily above and beyond the 3.5 hours paid for by district 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 22,616.05	Technology aide employment for 7 hours daily, which includes 3/5 supplemental hours daily above and beyond the 3.5 hours paid for by district. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 22,616.05
Supplemental Materials to support core curriculum (e.g. basic math facts (multiplication), including awards for math progress.	Supplemental Materials were purchased to support core curriculum, including awards for math progress.	flash cards, motivational materials 4000-4999: Books And Supplies Title I Part A: Allocation 3,500.00	flash cards, motivational materials 4000-4999: Books And Supplies Title I Part A: Allocation 1328.09
		Awards for Math Progress 4000-4999: Books And Supplies Title I Part A: Allocation 2,000.00	Awards for math progress 4000-4999: Books And Supplies Title I Part A: Allocation 1473.86
Remedial intervention programs before, during	Remedial intervention programs were provided	Teacher hourly rate for intervention program	Teacher hourly rate for intervention program

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
and after school to students to improve Math proficiency for Tier 2 and Tier 3 supports.	to students before school and after school.	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13,364.40	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6,682.20
Maintaining current levels of technology/ supplies.	Technology supplies were maintained.	Classroom Technology replacements as needed; overhead projectors, bulbs, laptop, microphones 4000-4999: Books And Supplies LCFF 10,000.00	Laptops and projector bulbs replaced. 4000-4999: Books And Supplies LCFF 10,606.00

## Analysis

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

Implementation of small group instruction, reteaching, and intervention were implemented in all classrooms in grades TK through 3rd grade with classified aides being utilized in TK and Kinder classrooms, Teaching Fellows were placed in second and third grade classrooms. Students in Grades 3rd-6th were provided extended learning opportunities outside of the school day, such as after school tutoring.

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

There was 1% growth on SBAC Math. Professional development was not implemented as planned and so students made minimal math growth.

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

The primary focus for the year was literacy and ELD and so professional opportunities were minimal and what was offered for teachers they were not interested in attending. So the allocation for professional development was unspent. Supplemental math materials and awards cost less than the amount that was allocated. Fewer teachers than expected were willing to provide after school learning opportunities. Technology supplies were slightly over budget due to the number of classrooms in needs of supplies.

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.

Moving forward growth will be measured on district benchmarks in Grades TK-2. Renewed focus on building teacher capacity to support math instruction, including Lesson Study. Moving into 2018-2019, this goal will be found in Goal 1 and will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan.



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

By June 2018, Steinbeck will increase the number of English Learner students reaching proficiency in ELA. (There was an incomplete goal from 2017-2018 and so this one has been added)

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA	Students will make one years' growth in ELA	ELA SBAC English Learners  2016-2017: 8% met/exceeded standards 2017-2018: 22% met/exceeded standards

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.	Teachers participated in professional learning on the CA ELD standards and then conducted lesson studies.	Substitute teachers to allow for assessment, professional learning, and data analysis 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,000.00	Substitute teachers to allow for assessment, professional learning, and data analysis 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,165.00
		Supplemental ELD Materials and supplies to train and support SDAIE strategies 4000-4999: Books And Supplies Title I Part A: Allocation 1,000.00	Supplemental ELD Materials and supplies to train and support SDAIE strategies 4000-4999: Books And Supplies Title I Part A: Allocation 0
		Student awards 4000-4999: Books And Supplies Title I Part A: Allocation 541.00	Student awards 4000-4999: Books And Supplies Title I Part A: Allocation 688.88
			Substitute teachers to allow classroom teachers to receive ELPAC training 1000-1999: Certificated Personnel Salaries LCFF 3,465.00



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Tutorial Academy (Saturday School) to target English Language Acquisition	Eight sessions of Saturday school were provided to students to support English Language Acquisition.	Targeted instruction for at risk students during intercession 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 16,950.00	Targeted instruction for at risk students during intercession. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6,333.55
Reading Materials provided to enhance and support English Language Development	Reading materials such as leveled readers were purchased to support English Language Development.	Supplemental Leveled Reading Books 4000-4999: Books And Supplies Title I Part A: Allocation 8,000.00	Supplemental Leveled Reading Books 4000-4999: Books And Supplies Title I Part A: Allocation 9,030.76

## Analysis

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

All teachers were provided English Language Development training on the English Language Development Standards (ELPD). Teachers increased their capacity to effectively plan English Language Development (ELD) instruction as well gain knowledge of how to use these standards within the Wonders curriculum. Teachers had half day substitutes to plan with Thea Fabian, Educational Services staff member.

Teachers were trained to administer the new assessment, English Language Proficiency Assessments for California (ELPAC), and also learned about the new proficiency levels and how that impacts classroom instruction. Substitutes were provided to allow teachers release time to administer and score the assessment.

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

There was a 14% increase the the number of English Learner students that met/exceeded SBAC ELA in 2017-2018. Administration provided drop-in feedback to teachers during designated ELD time and follow-up professional learning was provided. Feedback was provided based on professional learning completed with Thea Fabian related to utilizing ELD standards within the core curriculum.

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

The costs associated with training teachers for ELPAC administration was much higher than anticipated due to the large scale nature of the endeavor. Supplemental materials and supplies were not purchased since teachers utilized Wonders curriculum. Utilizing Wonders was a new task for them and they did not know what supplemental materials were needed until they fully utilized the core curriculum. Supplemental leveled reading books exceeded anticipated costs as additional books were purchased.

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.

Moving into 2018-2019, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP. Steinbeck will focus on academic progress monitoring of English Learner students to determine needs prior to ELPAC and SBAC. Designated ELD will continue to be monitored by administration. Specific feedback on ELD instructional strategies will be provided to continue to build teacher capacity to instruct English Learner students. Saturday Academy's will continue.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 4

By June 2018, Steinbeck will improve school culture and campus safety by decreasing yearly suspension rates by 5% from 9.9% in 2016-17 as measured in Aeries.

By June 2018, Steinbeck will improve school attendance as measured in Aeries.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	Decreased suspension and expulsions, increased attendance, and decreased chronic absenteeism	2017-18 Data from DataQuest and CA Dashboard  Suspension Rate- 7.3% Expulsion Rate- 0.22% Attendance Rate- 93.69% Chronic Absenteeism- 18.1%

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.	Assemblies, banners, and data system were implemented to promote Tier 1 Positive Behavior Supports and Interventions components.	School wide PBIS resources; banners, posters, 4000-4999: Books And Supplies Title I Part A: Allocation 6,322.18	School wide PBIS resources, banners, posters 4000-4999: Books And Supplies Title I Part A: Allocation 2,680.00
		SWIS data analysis system renewal 5800: Professional/Consulting Services And Operating Expenditures LCFF 400.00	SWIS data analysis system renewal 5800: Professional/Consulting Services And Operating Expenditures LCFF 400.00
		Assemblies to promote PBIS 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 6,000.00	Assemblies to promote PBIS 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 5,500.00
Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through Safe Schools Programs	Play equipment was purchased to provide intramural activities during recess, PBIS awards were purchased to stock a student store where students redeem positive behavior tickets	Play equipment to engage students in safe and structured opportunities. 4000-4999: Books And Supplies LCFF 7,458.00	Play equipment to engage students in safe and structured opportunities. 4000-4999: Books And Supplies LCFF 4,105.18

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Resources and supplies to support Tier 2 and 3 PBIS components 4000-4999: Books And Supplies LCFF 3,307.18	Resources and supplies to support Tier 2 and 3 PBIS components. 4000-4999: Books And Supplies LCFF 841.55
		School Wide Material and Awards to support PBIS 4000-4999: Books And Supplies LCFF 6,305.45	School Wide Materials and Awards to support PBIS 4000-4999: Books And Supplies LCFF 5,500.00
Literacy Support to provide small group interventions, redirection, and assistance.	Literacy Support was implemented to provide small group interventions, redirection, and assistance.	Push in supports 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 43,458.00	Push in supports 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 43,458.00
Intervention Aide	Intervention Teacher was hired.	Behavior Support & Intervention to provide behavior instruction through structured play with supervision (PBIS: Tier I, II, and III). 2000-2999: Classified Personnel Salaries LCFF 7,644.10	Behavior Support and Intervention to provide behavior instruction through structured play with supervision (PBIS: Tier I, II, and III). 1000-1999: Certificated Personnel Salaries LCFF 13,474.00

## Analysis

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

Intramural sports were held during recess providing students with opportunities to engage in structured activities. The intervention teacher led structured recess, which provided students with time to practice social skills. In addition, the intervention teacher pulled small groups to provide social skills' lessons. The PBIS student store was open on Fridays to allow students to use their positive behavior tickets, which motivated students to demonstrate desired behaviors.

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

There was a decrease in suspensions because students were engaged in structured activities, which prevented discipline issues. Strong implementation of PBIS structures led to an increase in positive behaviors as exhibited by students.

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

Fewer banners were purchased than planned to promote school wide PBIS. There was not as much play equipment ordered as initially planned. There were also resources and supplies that were not purchased to support Tier 2 and Tier 3 PBIS components as planned. There was a second intervention teacher hired instead of an intervention aide. There was a cabinet level approval for a certificated person to fill that role. This occurred after the Single Plan for Student Achievement (SPSA) was approved.

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.

Moving into 2018-2019, this goal will be found in Goal 2 to align with Central Unified School District's Local Control Accountability Plan (LCAP). A "Thinkery" space will be created for students to practice mindfulness techniques and strategies to self-regulate behaviors. Restorative practices will be implemented to strengthen relationships between students and help resolve conflict.



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 5

The goal for this school year is to have at least 10 parent participants at each school event (parent teacher conferences, Back to School Night, Literacy Meetings, SSC/ELAC committees, site Title 1 meeting). Sign in sheets will be reviewed after each event and participation logged. Base line data will be attained at the end of the school year for which to build upon for future years.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-in Sheets	10 or more parent participants at school events	15 sessions of parent education workshops were provided * averaged 19 parent participants per session

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.	Parent workshops were provided through Centro la Familia. Fifteen sessions were offered over the school year. Topics included, but not limited to, mental health well being, healthy social-emotional development, parenting styles, and family values, and domestic violence.	Parent education workshops/ child care/ production of materials 2000-2999: Classified Personnel Salaries Title I Parent Involvement 2,592.00	Parent education workshops/ child care/ production of materials and light snacks 2000-2999: Classified Personnel Salaries LCFF 1040.93
		Parent education workshops to support students academic, emotional and social well being. 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 7,276.00	Parent education workshops were provided by Centro la Familia. 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 0
		Supplemental pay for district staff to provide interpretation and parent education workshop support 2000-2999: Classified Personnel Salaries 21st Family Literacy Grant 2,500.00	Supplemental pay for district staff to provide interpretation and parent education workshop support. 5000-5999: Services And Other Operating Expenditures LCFF 300.00
		Materials and supplies related to parent education workshops	Materials and supplies related to parent education workshops

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies 21st Family Literacy Grant 7,453.00	4000-4999: Books And Supplies 21st Family Literacy Grant 68.13
Materials, supplies, childcare will be provided for parents during parent involvement activities. Childcare will be provided by CUSD para professionals.	Childcare and materials were not needed for parent involvement activities such as back to school night, open house, etc.	Resources, childcare 2000-2999: Classified Personnel Salaries LCFF 5,000.00	Resources, childcare 2000-2999: Classified Personnel Salaries LCFF 0
		4000-4999: Books And Supplies Title I Part A: Allocation 2,000.00	4000-4999: Books And Supplies Title I Part A: Allocation 0
		4000-4999: Books And Supplies Title I Parent Involvement 232.00	4000-4999: Books And Supplies Title I Parent Involvement 232.00

## Analysis

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

Steinbeck Elementary partnered with Centro la Familia and El Capitan Middle School (also in Central Unified School District) to provide parent education classes. Spanish classes were held at Steinbeck Elementary and English classes were held at El Capitan Middle School. In addition, Steinbeck continued to hold Back to School Night, Open House, Title 1 parent meeting, English Learner workshop, School Site Council meetings, ELAC meetings, end-of-semester awards assemblies, and began athletics awards nights at the end of each sports season.

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

Parent participation at the Centro la Familia classes averaged 19 parent participants, which exceeded the expectations. Parents were very satisfied with the parent education classes and some parents expressed interest in more support groups in the future.

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

Centro la Familia provided their services free of charge. Because they offered the classes in both Spanish and English, interpretation services were not needed. Centro la Familia also provided their own materials and supplies. Ongoing parent involvement activities such as back to school night, open house, School Site Council meetings, ELAC meetings, etc. did not require additional materials.

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.

Moving into the 2018-2019 school year, this goal will move to Goal 3 to align with Central Unified School District's Local Control Accountability Plan. Steinbeck will continue to hold parent education classes and look into offering a variety of classes and different experiences that will interest parents. Workshop evaluations and parent surveys will be utilized to measure levels of parent engagement.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	252484.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	134352.04

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	115541.74	0.00
21st Family Literacy Grant	17,270	0.00
LCFF-SLIP	1540.30	0.00
Title I Part A: Allocation	249708.00	0.00
Title I Parent Involvement	2776.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
21st Family Literacy Grant	17,270.00
LCFF	115,541.74
LCFF-SLIP	1,540.30
Title I Part A: Allocation	249,708.00
Title I Parent Involvement	2,776.00



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	148,344.12
2000-2999: Classified Personnel Salaries	75,417.75
4000-4999: Books And Supplies	109,782.49
5000-5999: Services And Other Operating Expenditures	8,000.00
5700-5799: Transfers Of Direct Costs	1,570.00
5800: Professional/Consulting Services And Operating Expenditures	43,721.68

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	1,000.00
5700-5799: Transfers Of Direct Costs	21st Family Literacy Grant	1,570.00
5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	14,700.00
1000-1999: Certificated Personnel Salaries	LCFF	73,008.00
2000-2999: Classified Personnel Salaries	LCFF	7,000.00
4000-4999: Books And Supplies	LCFF	28,783.74
5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,750.00
4000-4999: Books And Supplies	LCFF-SLIP	1,540.30
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	75,336.12
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	66,217.75
4000-4999: Books And Supplies	Title I Part A: Allocation	77,882.45
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	25,271.68
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,200.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,576.00

# 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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ying Lee	Principal
Alesa Berndt	Classroom Teacher
Crystal Holmes	Classroom Teacher
Eric Caskey	Classroom Teacher
Sonia Blanco	Other School Staff
Scott Parnell	Parent or Community Member
Paula Martinez	Parent or Community Member
Morgan Musto	Parent or Community Member
Rebecca Cheever	Parent or Community Member
Erilynn Christiansen	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 9, 2018.

Attested:



Principal, Ying Lee, Principal on 10/9/18



SSC Chairperson, Eric Caskey on 10/9/18

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).



## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program



**John Steinbeck Elementary  
English Learner Advisory Committee (ELAC) Meeting  
1<sup>st</sup> Quarter**

**Date of Posting:** Thursday, September 6, 2018 **Meeting Date:** Monday, September 10, 2018

**Location:** Room 16

**Starting Time:** 8:45am

**Ending Time:** 9:45am

**Outcomes:** Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

**Representatives & Staff:** ELAC members, All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	GIA	2 minutes
Roll Call—establish quorum	None	GIA	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	GIA	1 minute
Secretary's Report	Approval/Amendments	GIA	0 minutes
Report of Officers, Standing & Special Committees	TBD	GIA	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	GIA	10 minutes

<b>New Business</b> <ul style="list-style-type: none"> <li>a. CUSD Guiding Principles</li> <li>b. Review the purpose of the ELAC.</li> <li>c. Review the duties of ELAC members.</li> <li>d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> <li>o Chairperson</li> <li>o Vice-chairperson</li> <li>o Secretary</li> <li>o DELAC representative</li> <li>o DELAC alternate</li> </ul> </li> <li>e. By-laws-initial review</li> <li>f. Progress reports-SBAC, AMAOs</li> <li>g. EL program entrance &amp; exit criteria</li> <li>h. Site program for ELD &amp; access to core</li> <li>i. Advise on site plan EL goals</li> <li>j. LEAP/LCAP</li> <li>k. ELPAC review &amp; student goal setting</li> <li>l. Parent Involvement Policy/Compact current year</li> <li>m. District Parent Education Opportunities</li> <li>n. 15% rule (if applicable)</li> <li>o. <b>Site items</b></li> <li>p. Discuss future meeting dates, training, and agenda items.</li> </ul>	Information and discussion.  Discussion, nomination and election of officers.  Information and discussion	GIA	45 minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	GIA	1 minute

List of handouts: e.g. Guiding Principles, by-laws, progress reports, Site plan EL goals, .

***\*\*Thank you for coming\*\****

***Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.***

**STEINBECK ENGLISH LEARNER ADVISORY COMMITTEE**  
**ELAC Minutes for September 10, 2018**

**Total Number of ELAC Members:**

6-ELAC parents/guardians of English learners  
 0-ELAC parents/guardians of other students  
 3- School staff

**ELAC ATTENDANCE FOR THIS MEETING INCLUDED:**

6 ELAC parents/guardians of English learners  
0 ELAC parents/guardians of other students  
3 School staff

A quorum of 3 members must be present in order to conduct business. The number of committee members in attendance is 9:

☒ Has been met  
☐ Has not been met

DATE(S) )	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
09/10/18	Elect at least one member to the DELAC or has participated in a Proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
09/10/18	ELAC training and training materials, planned in full consultation with Committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
	Training on district's Uniform Complaint Procedures, including William's Requirements.

**1. Call the Meeting to Order:**

*The meeting was called to order at 8:50 a.m. by Mr. Gamboa. Roll call was taken by Mrs. Silva.*

*A quorum of the members were present. Mr. Gamboa-GIA welcomed all ELAC representatives. In attendance were: Mr. Gamboa- GIA, Elisa Silva-classroom teacher, Sonia Blanco-School Liason, Irma Barraza, and Alma DeLa Mora-Garcia, Mrs. Pardo, Maria Delgado-Miranda, Carmen Cortes, Isaura Varela.*

**2. Changes/Additions to the Meeting Agenda: None**

**3. Secretary's Report: None**

**4. Committee Reports: None**

**5. Public Comments:**

*Mrs. Pardo stated that the flow of cars in the parking lot was causing some congestion and concerns among parents. Mr. Gamboa stated he would look into the current procedure and how to make it better.*

*Mrs. Cortes stated she recently moved from FUSD to CUSD and sees the positive differences in Central. She also inquired on how students are re-classified (English Language Learners) and what programs are offered to assist students. Mr. Gamboa stated we have the afterschool program to assist with homework.*

*Mrs. Barraza stated she is happy with our administrators and was pleased to see Mrs. Lee in her new position as principal.*

**6. Unfinished Business: None**

**7. New Business:**

**a) CUSD Guiding Principles-**Mr. Gamboa explained the Guiding Principles to the committee.

**b) Review the purpose of ELAC-**Mr. Gamboa also explained the purpose of having an ELAC committee and how this committee advises the principal and School Site Council on programs and services for English Language Learners for the Single Plan for Student Achievement.

**c) Review the duties of ELAC members-**Mr. Gamboa explained the duties expected of each nominated member.

**d) Review the roles and responsibilities of ELAC officers.** The roles and responsibilities for officers are as follows: Chairperson-meets with Mr. Gamboa and Sonia Blanco, Vice Chairperson-fills-in whenever the Chairperson is not available, Secretary-takes notes, DELAC Rep.-attends District meetings (4)meetings annually in addition to (2) meetings for training and LCAP purposes.

**New Nominated members are: Chairperson & DELAC Representative-Carmen Cortes, Alternate DELAC Representative-Maria Delgado, Vice-Chairperson-Isaura Varela. The position of secretary TBD.**

**e) By-laws-initial review-Members were given a copy of Roberts Rules of Order**

**f) Progress reports-SBAC, AMAOs-**Mr. Gamboa reported that we had increased percentages for grades 3<sup>rd</sup>-6<sup>th</sup> on SBAC in Spring 2018.

**g) EL program entrance & exit criteria-**New criteria will be adopted at the next board meeting.

**h) Site program for ELD & access to core-**our current language arts programs helps facilitate equal access to core curriculum. Students receive either integrated instruction or designated instruction.

**i) Advise site plan EL Goals-**

**j) LEAP/LCAP**

**k) ELPAC review & student goal setting-**Currently we have about 80 ELPAC Spring 2018 tests that have not been scored and received. Home Language survey determines which students will be given the ELPAC.

**l) Parent Involvement Policy/Compact current year**

**m. District Parent Education Opportunities**

**n. 15% rule (if applicable)**

**o. Site items**

**p. Discuss future meeting dates, training, and agenda items.** Next meeting will be held on October 22, 2018 at 8:45 a.m.

Mr. Gamboa motioned to end the meeting at 9:40 a.m. and Mrs. Elisa Silva seconded the motion.

Respectfully submitted,

Elisa Silva

Classroom Teacher

Date: September 19, 2018

**(NOTE: Copies of all distributed materials should be attached to the secretary's Official minutes. These minutes should be maintained for three years.)**

# Steinbeck Elementary

## ELAC Meeting

Monday, September 10, 2018

First and Last Name	Signature	Children attending Steinbeck
1. ISAUARA VARELA	Josue Varela	Yes
2. Maria Delgado	Maria Delgado	Yes
3. Alejandra Pardo	ALEJANDRA PARDO	Yes
4. Irma Pena	Irma Pena	Yes
5. Annen Cortes	Annen Cortes	Yes
6. Anna De la Mora	Anna De la Mora	Yes
7. Sonia Blanco	Sonia Blanco	
8. Elisa Silva	Elisa Silva	No
9. Javier Gambora	Javier	NO
10.		
11.		
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**Steinbeck Elementary School  
English Learner Advisory Committee (ELAC) Meeting  
2<sup>nd</sup> Quarter**

**Date of Posting:** Friday, October 19, 2018      **Meeting Date:** Monday, October 22, 2018  
**Location:** Room 12  
**Starting Time:** 8:45am      **Ending Time:** 9:45am

**Outcomes:** Participants will be able to:

- Support CUSD Guiding Principles
- Provide input for Site plan on goals for English learners, and share ideas on how to support regular school attendance
- Receive information on LCAP progress, effectiveness & how our site can increase community input
- Receive information on Uniform Complaint Procedures, EL Master Plan, student progress
- Receive DELAC representative report
- Complete final review and approve by-laws

**Representatives & Staff:** ELAC members Cortes, Varela, Delgado, Bennett, Gamboa, Blanco. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
Unfinished Business	TBD	Chairperson	0 minutes



**STEINBECK ELEMENTARY  
ENGLISH LEARNER ADVISORY COMMITTEE  
ELAC Minutes for 10/22/18**

**Total Number of ELAC Members:**

\_\_3\_\_ ELAC parents/guardians of English learners  
 \_\_ \_\_ ELAC parents/guardians of other students  
 \_\_1\_\_ School staff

**ELAC ATTENDANCE FOR THIS MEETING INCLUDED:**

\_\_3\_\_ ELAC parents/guardians of English learners  
 \_\_ \_\_ ELAC parents/guardians of other students  
 \_\_1\_\_ School staff

A quorum of 3 members must be present in order to conduct business. The number of committee members in attendance is 8:

€ **Has been met**

€ Has not been met

<b>DATE(S)</b>	<b>Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)</b>
<b>10/22/18</b>	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
<b>10/22/18</b>	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
<b>9/10/18</b>	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
<b>9/10/18</b>	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
<b>10/22/18</b>	Training on district's Uniform Complaint Procedures, including William's requirements.

**This first page is the cover page for the minutes.**

**1. Call the Meeting to Order:**

*The meeting was called to order at (time) 8:50am by Carmen Cortes, Chairperson.*

*A quorum of the members was present. The Guidance Instructional Advisor welcomed all ELAC representatives. In attendance were: Mr. Gamboa-GIA, Mrs. Lee-Principal, Irma Barraza, Mrs. Alejandra Pardo, Maria Delgado, Carmen Cortes, Isaura Varela, Socorro Brisco*

**2. Changes/Additions to the Meeting Agenda:**

*The following changes/additions were made to the agenda: No changes were made.*

**3. Secretary's Report:**

*Mr. Gamboa read the minutes from the previous meeting. No changes were requested. Ms. Varela motioned to approve the minutes, Ms. Pardo second the motion. Approved.*

**4. Committee Reports: None**

**5. Public Comments:**

*The following public comments were presented to the ELAC:*

***Mrs. Pardo** stated that on hot days she is concerned about the lack of shade at the front of school. It is hot and both parents and children are waiting to be picked up in direct sunlight. Is there a possibility of a shade structure? Mr. Gamboa stated that he would look into it.*

***Mrs. Delgado** stated that as the weather gets cooler she is concerned with her children being asked to sit on the blacktop during PE as sometimes it is cold or wet. Can students be allowed to stand? Mr. Gamboa stated that he would be brainstorm some ideas with our PE teacher.*

***Mrs. Pardo** stated how she loved the balloons at the entrance for Red Ribbon Week. Her children enjoyed walking through the front doors. Mr. Gamboa shared that our first grade teacher, Mrs. Uribe, took the lead with our Red Ribbon festivities.*

***Ms. Cortes** asked when is tutoring going to begin? She has some concern about her child's academic ability in ELA and math. Mr. Gamboa stated that we are having discussions at the leadership level to ensure that we provide efficient and quality tutoring services to our students this year.*

**6. Unfinished Business:**

## 7. New Business

- a) **EL program entrance & exit criteria:** *Mr. Gamboa shared the interim criteria for reclassification. He shared that we are currently working to reclassify 4 students who have met the criteria, but shared that more may be eligible in the next window. In addition, he shared that these are temporary as the district waits for the state on their criteria. Mrs. Pardo asked if there was information that can be sent home about the ELPAC so that parents can help prepare the students. Mrs. Lee shared that it was a good idea and that we are planning some Saturday Academies for EL's to prepare them for the ELPAC.*
- b) **Input on site programs and expenditures for English learners including 1% Title 1 funds for parent involvement:** *Parents shared on how they would be able to help their children prepare for the ELPAC. Mr. Gamboa shared the possibility of also having some parent classes on the spring academies to inform parents on best practices.*
- c) **Provide input on programs for EL's in SPSA:** *Mrs. Lee shared with the team that at our previous meeting we looked at our state assessment scores that showed 36% in ELA and 28% in Math of our students were meeting or exceeding standards. Part of SPSA is to plan for ELA, Math, ELD, School Culture, and Parent engagement. For academics we are currently looking at tutoring (before school, after school, or lunch), spring academies (Saturdays or Monday holidays). With school culture we are looking at improving attendance and behavior through PBIS with reminders about expectations, using rewards, tickets, points and other school-wide incentives. Mrs. Lee asked if they had any suggestions? Parent shared that they like what is currently in place.*
- d) **Review importance of regular school attendance & share ideas on how to support positive school attendance:** *Mr. Gamboa presented a slide with our current attendance numbers for the past two weeks. Absences ranged between 30 to 44 absences. We also reviewed the tardies. Mrs. Barraza asked if it was possible to break down the data by grade-level? Can we target specifically? Several parents discussed making grade-level goals or setting up some competitions to motivate students to attend school daily. Mrs. Pardo also stated that many times students can help motivate parents to bring them to school.*
- e) **Review benchmark assessment results:** *Mr. Gamboa review the fall benchmark process and results. He shared the IAB process and that every student took 2 IAB's for ELA and 2 for math. Mr. Gamboa also shared that teachers went through a process to analyze the data so that it informs their instruction.*
- f) **Review of Uniform Complaint Procedures & forms:** *Mr. Gamboa provided a handout that outlined the uniform complaint procedures. He spoke and gave examples of a William's Act. He also read from the pamphlet of what can also be addressed with the uniform complaint procedures. Ms. Cortes stated that she has concerns about the cleanliness about the restroom facilities and whether they are being cleaned. Ms. Brisco cautioned that we should speak to the administration first because often times the restrooms are clean, but immediately in dirty*

conditions from students using them throughout the day. Mrs. Cortes shared that sometimes her child does not want to use the restroom because of the conditions. Mr. Gamboa shared that there are more than one restroom and in addition any child can request to utilize the restroom in the nurse's office which is a single restroom.

- g) **EL Master Plan:** Mr. Gamboa shared the the EL Master Plan is currently being updated. He reminded everyone that it is available on the district website, however, a committee was formed to review the plan.
- h) **By-laws final review:** Mr. Gamboa asked if the by-laws that were shared at the first meeting needed any changes. No changes were needed. Ms. Cortes asked for a motion to approve the by-laws. Ms. Delgado motioned to approve the minutes. Ms. Pardo second the motion. No nays. Approved.
- i) **DELAC rep. Report:** The DELAC meeting is happening later this week. This item will be discussed at our next meeting.

#### **8. Evaluation:**

The chair shared paper evaluation to each person that was in attendance. Each evaluation was submitted to a folder.

#### **9. Adjournment**

The meeting was adjourned at 9:38am, with a reminder that our next ELAC meeting is on Monday, January 21, 2018 at 8:45am.

Respectfully submitted,

Javier Gamboa  
Guidance Instructional Advisor  
ELAC Secretary - was not in attendance  
Date Submitted: 10/24/2018

**(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)**

# Steinbeck Elementary

## ELAC Meeting #2

Monday, October 22, 2018

First and Last Name	Signature	Children attending Steinbeck
1. Isaura Varela	Isaura Varela	X Emmanuel Varela K X Samuel Varela 2
2. Socorro Buer	Socorro Buer	Luis Angel Enriques
3. Alejandra Pardo	ALEJANDRA PARDO	Luis Angel López
4. Irma Baraza	Irma Baraza	Irma Puby B.
5. Maria Delgado	Maria Delgado	Jennifer Alexander Miranda
6. Javier Gamba	Javier	N/A
7. Carmen Cortes	Carmen Cortes	Jesse and Ariel Hernandez
8. Ang Lee	Ang Lee	principal
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## **John Steinbeck Elementary Title 1 Parent Involvement Policy**

### **2018-2019 School Year**

Recognizing the valuable role parents play in the educational development of their children, Steinbeck's goal is to develop a strong partnership with its parents. Our policy was developed with input from our English Language Advisory Committee (ELAC) and School Site Council (SSC). John Steinbeck Elementary School's Title 1 Parent Involvement Policy is distributed to all students during the first week of the school year and describes the process and means for carrying out parental involvement activities.

**Definition of Title 1 Parental Involvement:** Participation of parents on a regular basis with the Steinbeck community. There will be two way communication involving student academics, and other school activities. The intent of this policy is to clearly define current practices in more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between parents, students, community members, and Steinbeck Elementary.

### **Building Capacity for Involvement**

John Steinbeck Elementary engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. John Steinbeck Elementary School provides Title 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children:
  - Parent/teacher conferences in the fall and spring
  - Progress reports and report cards (provided once each semester). Teachers may also provide weekly progress updates as needed and requested by parents
  - Parent Resource Link on District Website and John Steinbeck Elementary web site
  - Student Success Team (SST) meetings as needed
2. John Steinbeck Elementary School provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.
  - On-site training opportunities through existing parent advisory groups, ELAC, SSC, and PFC
  - On-site training opportunities through FCOE Parent Training Workshops
  - Spatial and Temporal Math (ST Math)



- Accelerated Reader (AR)
  - Parent Resource section in the library and front school office
  - Parents are able to check-out library books; English and Bilingual
3. With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
    - Parent Literacy meeting held in fall and spring semesters
    - ELAC
    - SSC
    - PFC
  4. John Steinbeck Elementary School coordinates and integrates the Title 1 parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
    - PFC membership
    - Parent resource materials in the school library and front office
    - Back to School Night
    - Open House
    - Parent Literacy meetings
  5. John Steinbeck Elementary School distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that parents understand.
    - Blackboard Connect messages are sent out on Sunday at 7:00PM in both English and Spanish
    - Spanish, Hmong, and Punjabi translators may be accessible for parent/teacher conferences and other meetings as needed
    - Our Bilingual Community Liaison is on-site daily each morning to provide information and support to our parents
  6. John Steinbeck Elementary School provides support for parental involvement activities requested by Title 1 parents.
    - Character Education
    - Community Events
    - Open House
    - Fall and Spring Parent/Teacher Conferences
    - Scholastic Book Fair
    - Science Fair
    - History Day
    - Peach Blossom
    - Talent Show
    - Educational Field Trips

- PFC
- SSC
- ELAC
- Classroom Volunteering
- Back to School Night
- PTA Sponsored Fundraisers
- Winter and Spring Programs
- Band and Choir Performances
- Red Ribbon Week
- Jog-a-thon
- Grandparent's Luncheon
- Pastries with Parents

### **Parent Information and Resource Centers (PIRCs)**

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA - 7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at <http://www.bilingualeducation.org/programs/parent.php>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Name \_\_\_\_\_ Grade \_\_\_\_\_

## Steinbeck School

# SCHOOL-FAMILY COMPACT TO LEARNING

### Three-Way School Pledge

#### Teacher Pledge: I will

- Create a partnership with every family in my class
  - Explain my approach to teaching, expectations, and grading system to students and their families
  - Monitor student progress in reading and math and update parents regularly
  - Make sure all students get help as soon as it's needed
  - Continually work on my teaching strategies so that I can successfully teach all children
  - Make sure students understand the assignment and what they'll learn from it, and grade it promptly
  - Provide opportunities for parent volunteers and participation in your child's education
  - Send home school information promptly
- 

Teacher's Signature

Date

#### Students Pledge: I will

- Get to class on time
  - Let my teacher know if I need help
  - Read on my own and with my family everyday
  - Work on my math and reading skills at home, using the materials my teacher sends home
  - Write down assignments, do my homework every day, and turn it in when it's due
  - Participate in all intervention programs that are offered to me
  - Take school information home to parents, regularly
- 

Student's Signature

Date

#### Parent's Pledge: I will

- Let the teacher know if my child has any problems with learning, attend annual conferences and meetings
  - Use reading and math materials the school sends home each week to help my child
  - Read to/with my child 20 minutes a day
  - Provide a quiet place/time for my students to complete homework
  - Help my child see how to use reading and math to pursue his/her interests and goals
  - Get my child to school on time everyday
  - Read school information nightly
- 

Parent's/Guardian's Signature

Date



## Steinbeck Elementary School

### School Site Council (SSC) 1<sup>st</sup> Quarter Meeting/s

Date of Posting: September 28, 2018

Meeting Date: October 1, 2018

Location: Library

Starting Time: 3:45pm

Ending Time: 4:45pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

**Representatives & Staff:** SSC members: Rebecca Cheever, Eric Caskey, Alesa Berndt, Crystal Holmes, Sonia Blanco, Scott Parnell, Christina Alanis, Jessica Cordiel, Ying Lee. Guests: Paula Martinez. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes

<b>Unfinished Business</b>		Principal	
	none		
<b>New Business</b> <ol style="list-style-type: none"> <li>a. CUSD Guiding Principles</li> <li>b. Review the purpose of the SSC</li> <li>c. Review the duties of SSC members.</li> <li>d. By-laws</li> <li>e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers:               <ul style="list-style-type: none"> <li>o Chairperson</li> <li>o Vice-chairperson</li> <li>o Secretary</li> <li>o DAC representative</li> <li>o DAC alternate</li> </ul> </li> <li>f. Academic progress report &amp; discussion</li> <li>g. *Currently TAS-Transition from Targeted Assistance Program</li> <li>h. LCAP engagement, purpose, priorities &amp; progress measures</li> <li>i. SPSA goals and results</li> <li>j. Review responsibility to seek input from ELAC for SPSA programs for ELs</li> <li>k. Advise on SPSA goals, tasks &amp; expenditures</li> <li>l. Plan for site parent professional learning</li> <li>m. Receive input on Title 1 1% parent involvement funding</li> <li>n. Review Parent Involvement Policy &amp; Compact for current year</li> <li>o. Discuss district parent education opportunities</li> <li>p. Discuss future meeting dates, training, and agenda items.</li> </ol>	<p>Information &amp; discussion.</p> <p>Discuss Discussion, nomination and election of officers.</p> <p>Information, discussion &amp; approval. Discussion &amp; Approval</p> <p>Information and discussion</p>	Principal until chairperson is elected	40 minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

***\*\*Thank you for coming\*\****

***Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.***

# JOHN STEINBECK ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

Date of meeting: 10/1/2018

## 1. Call the Meeting to Order:

- The meeting was called to order at 3:50. Everyone was welcomed. Present were:

	Parent/Guardian/Community	Present		Staff		Present
1	Rebecca Cheever		1	Crystal Holmes	Teacher	x
2	Scott Parnell	x	2	Eric Caskey	Teacher	x
3	Paula Martinez	x	3	Alesa Berndt	Teacher	x
4	Jesscia Cardiel		4	Sonia Blanco	Other	
5	Christina Alanis		5	Ying Lee	Principal	x

Mrs. Martinez was appointed as a community member by parent member, Mr. Scott Parnell, to replace Mr. William Arvance, whose children no longer attend Steinbeck.

## 2. Roll Call:

- (Sign in Sheet).
  - 6 members are needed to establish a quorum
  - A quorum has been established
  - Meeting begins at 3:30

## 3. Changes/Additions to the Meeting Agenda:

- No changes to the meeting agenda posted.

## 4. Secretary's Report:

- No secretary's report

## 5. Public Comment: Shark Island

- 196 students in program
  - 119 girls
  - 77 boys
- Looking at having a Haunted Train to help raise money for the 6<sup>th</sup> grade field trip.
  - They are wanting to take 6<sup>th</sup> grade to Disney Land
- ASP nominated for School Site of the Year
- Staff member nominated as Tutor of the Year

## 6. Unfinished Business:

- None

## 7. New Business

- Waiting until next week to assign roles so more parents will be available to have a more active role.
- Academic Progress Report:
  - According to SBAC we are showing gains and moving along with district goals.
    - ELA District Wide 39%
    - ELA Steinbeck 36%
    - Math District 20%
    - Math Steinbeck 28%
    - F&P District 63%
    - F&P Steinbeck 52%
  - ELPAC
    - In Spring 2018, 31% scored level 4
    - In Spring 2018, 31% scored level 3
- Funding
  - Didn't spend all of our funds from 2017-2018 school year
  - Would like to have money set aside for Professional Development

- TK-3 provided sub days for planning day to focus on high level of literacy in the classroom.
- Money for grade level literature and readers
  - Want to provide classrooms with high level and high interest books to build literacy
- Promethean boards included in the budget to cover some of the remaining grades (TK-2 & SAI)
  - Professional development to support teachers with using technology
- Suggestion was made about changing light bulbs throughout the classrooms
- School Culture
  - 2017-2018 suspension was 8.2% students
  - 122 total incidents (mainly repeat offenders)
  - Need to look at Tier 2 and Tier 3 supports
  - Kevin Bracy will be back this year with some new chants- kick off Red Ribbon Week
- Parent Engagement
  - Literacy grant will be partnering with PBS to help parents
  - Ways for parents to be involved;;
    - SSC, Back to School Night, Parent Teacher Conferences, Parent Faculty Committee, etc.
- EL Students
  - Want to get 1 level of growth for students on the summative assessment
  - Money set aside for Saturday Academy to help students during the second semester to build up Student Language Acquisition
  - Suggestion- Foreign Language Club during lunch time where students can work together if they speak another language or if they are interested in learning another language.
- Parent Member Appointment
  - Ms. Cardiel and Ms. Alanis have been absent for more than two consecutive meetings. Per by-laws, Mr. Parnell has appointed Mrs. Morgan Musto and Mrs. Erilyne Christiansen as parent members.

## **9. Adjournment:**

- Future meetings were discussed at 3:30-4:30 in the school Library on October 9<sup>th</sup>.
- The John Steinbeck Elementary School SSC meeting was adjourned by Caskey at 4:30 and Parnell seconds.

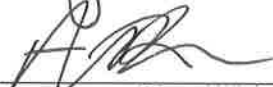
STEINBECK ELEMENTARY  
SCHOOL SITE COUNCIL  
SIGN IN SHEET

Monday, October 1, 2018  
3:45pm Steinbeck Elementary

Ying Lee



Alesa Berndt



Crystal Holmes



Eric Caskey

EC

Sonia Blanco

William Arvance

Jessica Cardiel

Rebecca Cheever

Scott Parnell



Christina Alanis

Paula Martinez







## Steinbeck Elementary School

### School Site Council (SSC) 1<sup>st</sup> Quarter Meeting/s

**Date of Posting:** October 5, 2018

**Meeting Date:** October 9, 2018

**Location:** Library

**Starting Time:** 3:30pm

**Ending Time:** 4:30pm

**Outcomes:** Participants will be able to:

- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Determine future meeting dates, times and training schedules

**Representatives & Staff:** SSC members: Rebecca Cheever, Eric Caskey, Alesa Berndt, Crystal Holmes, Sonia Blanco, Scott Parnell, Paula Martinez, Erilynne Christiansen, Morgan Musto, Ying Lee. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	
Public Comment (This is an opportunity for members of the public to provide information to the school site council) Shark Island 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	none	Principal	

<b>New Business</b> <ul style="list-style-type: none"> <li>a. Review the purpose of the SSC</li> <li>b. Review the duties of SSC members.</li> <li>c. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: <ul style="list-style-type: none"> <li>o Chairperson</li> <li>o Vice-chairperson</li> <li>o Secretary</li> <li>o DAC representative</li> <li>o DAC alternate</li> </ul> </li> <li>d. SPSA goals and results</li> <li>e. Plan for site parent professional learning</li> <li>f. Receive input on Title I 1% parent involvement funding</li> <li>g. Review Parent Involvement Policy &amp; Compact for current year</li> <li>h. Discuss future meeting dates, training, and agenda items.</li> </ul>	Information & discussion.  Discuss Discussion, nomination and election of officers.  Information, discussion & approval. Information and discussion  Information, discussion, & approval	Principal until chairperson is elected	40 minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

***\*\*Thank you for coming\*\****

***Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.***

# JOHN STEINBECK ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

Date of meeting: 10/9/2018

## 1. Call the Meeting to Order:

- The meeting was called to order at 3:30. Everyone was welcomed. Present were:

	Parent/Guardian/Community	Present		Staff		Present
1	Rebecca Cheever		1	Crystal Holmes	Teacher	x
2	Scott Parnell	x	2	Eric Caskey	Teacher	x
3	Paula Martinez	x	3	Alesa Berndt	Teacher	x
4	Morgan Musto	X	4	Sonia Blanco	Other	
5	Erilynn Christiansen		5	Ying Lee	Principal	x

## 2. Roll Call:

- (Sign in Sheet).
  - 6 members are needed to establish a quorum
  - A quorum has been established
  - Meeting begins at 3:30

## 3. Changes/Additions to the Meeting Agenda:

- No changes to the meeting agenda posted.

## 4. Secretary's Report:

- No secretary's report

## 5. Public Comment:

- Shark Island- there are 180 students in program
- More AR books were ordered with Literacy Grant
- Poster Maker was ordered with Literacy Grant

## 6. Unfinished Business:

- None

## 7. New Business

- Purpose of SSC is to help implement a viable program with academics, parent engagement, school culture (attendance and behaviors) and discussion of expenditures.
- Roles and Responsibilities were discussed:
  - Chairperson: Caskey nominated by Parnell and Berndt seconds; unanimously in favor
  - Vice Chairperson: Parnell nominated by Berndt and Caskey seconds; unanimously in favor
  - Secretary: Berndt nominated by Holmes and Caskey seconds; unanimously in favor
  - DAC representative: Holmes nominated by Berndt and Caskey seconds; unanimously in favor
  - DAC alternative: Holmes nominates Parnell and Musto seconds; unanimously in favor
- SPSA Goals and Results:
  - Goal 1: Academics**
    - Activity 1- Expenditures to support subs for teachers to observe other teachers
    - Activity 2: Build abilities for ELA with professional development- vertical alignment, funding for trainings, professional development
    - Activity 3: Funding to support Teaching Fellows, Reading Intervention teachers, availability of books in the Library, building classroom libraries
    - Activity 5: Implementation of Educational Materials: Promethean Boards (1<sup>st</sup> -2<sup>nd</sup> grades), headsets, speakers, Brain Pop, AR, NewsELA
    - Activity 6: Subs for F&P testing- Results used to help target interventions
    - Activity 7: ST Math (need to look at if we want to continue with this next school year), Tech Aide, supplemental materials and rewards, Multiplication mania will be happening

again and include whole school. Kinders will look at number recognition, 1<sup>st</sup>-2<sup>nd</sup> will look at addition facts.

- Activity 8: Tutorial before school, at recess or after school.
- **Goal 2: School Culture- Attendance Rate and Behavior**
  - Activity 1: Enhance PBIS supports- Kevin Bracey, PBIS resources, awards for students who meet behavior expectations.
    - What about instead of only allowing extra recess when classes fill out a chart, students can also earn the shark store to come into their classroom
  - Activity 2: 6<sup>th</sup> grade Art Club- Ms. B will support the club. Funding will support materials needed
    - Mr. Caskey has an art extension project he uses in his classroom that he is willing to share.
  - MTSS/PBIS teachers- will be working with Beth Echeveste to receive training
  - Activity 3: Supplies for Shark Bay (Cool Down Room). Materials to help students with stress relief and calming down.
  - Activity 4: Purchase of safety equipment such as flashlights.
  - Activity 5: Yard Duty Support
- **Goal 3: Family Engagement**
  - Activity 1: Title 1 meetings, EL meetings, parent workshops
    - Trying to increase population by 10%
    - Fresno County has a program that will offer 6 workshops and field trips to Universities.
  - Activity 2: Money for childcare
- **Goal 4: ELD- Our students are not performing on ELPAC as well as others in the district**
  - Activity 2: Tutorial Funding to help prepare students for the ELPAC
    - What are the ELD curriculums and models other schools are using?

Holmes moved to approve, Parnell seconds. SPSA was unanimously approved.

- Parent Involvement Policy and Compact Reviewed:
  - Grades look different between Aeries, Teacher Portal and Standards Based Grades. Teachers need to assign each item 3 times on each one.

Holmes moved to approve, Berndt seconds. Parent Involvement Policy was unanimously approved.

## **9. Evaluation & Adjournment:**

- Future meetings were discussed at 3:30-4:30 in the school Library on the following days:
  - November 27<sup>th</sup>
  - February 26<sup>th</sup>
  - May 7<sup>th</sup>
- The John Steinbeck Elementary School SSC meeting was adjourned by Caskey at 4:23 and Parnell and Holmes second.

STEINBECK ELEMENTARY  
SCHOOL SITE COUNCIL  
SIGN IN SHEET

Monday, October 9, 2018  
3:45pm Steinbeck Elementary

Ying Lee

Alesa Berndt

Crystal Holmes

Eric Caskey

Sonia Blanco

Morgan Musto


~~Jessica Cardiel~~

Erilynne Christiansen

Scott Parnell

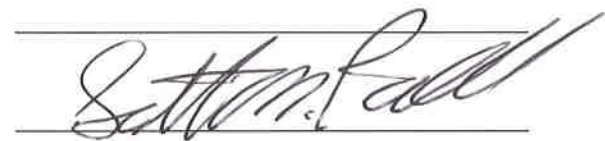
Paula Martinez









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