



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

MONTEZUMA ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montezuma Elementary	39686766042717	Original – 12/12/2017 Revision – 05/21/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

Montezuma Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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

Montezuma Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

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

Montezuma Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. Our SPSA was created with input from: Montezuma’s site leadership team, English Learners Advisory Committee (ELAC) and School Site Council (SSC). The original plan was reviewed by the school’s School Site Council on December 12, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Montezuma Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the

plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the May 21, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Montezuma Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parent meetings, and the site leadership team. In summary, the needs assessment identified a gap in math which resulted in the change in master schedule flipping Math and ELA and implemented a 15-minute block of time for students to work on math facts.

As a result of the stakeholder involvement and data reviews, Montezuma Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Tier 2 interventions include: small group instruction, platooning as needed, determined by CFA's.

Resource Inequities

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

Resource inequities at Montezuma Elementary will be identified when the comprehensive needs assessment is completed in the upcoming year.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, increase the percentage of all students meeting the standards on the SBAC by 10% in ELA.

By June 30, 2020, decrease the distance from standard for All Students in ELA by 10 points.

By June 30, 2020, increase the English Learners reclassification rate by 10%.

Math SMART Goal:

By June 30, 2020, increase the percentage of all students meeting the standards on the SBAC by 10% in Math.

By June 30, 2020, decrease the distance from standard for all student in Math by 10 points.

Identified Need

ELA/ELD:

SBAC Scores have steadily improved

ELA

2015/16-20%

2016/17-21%

2017/18-26%

Projected 2019-31%

ELPAC

Level 4-21%

Level 3-43%

Level 2-21%

Level 1-14%

64% of all our English Learners are functioning at a Level 3 or Level 4

Reclassification Rate:

2015-6%

2016-19%

2017-22%

2018-14%

26% of Montezuma Students met their ELA Standards on the SBAC, and were 72.8 points away from distance of 3

In the past 4 years we have grown:

6 % in ELA

2% in Math on the SBAC

8% EL Reclassification

64% of all our English Learners are functioning at a Level 3 or Level 4

2018 Overall ELA SBAC proficiency is 24%

currently our distance from 3 is 67.5points our goal is to decrease by 10 points to 57.5

Math:

SBAC Scores have steadily improved

Math

2015/16-16%

2016/17-14%

2017/18-18%

Projected 2019-26%

18% of Montezuma Students met their Math Standards on the SBAC, and were 89.6 points away from distance of 3

2018 Overall Math SBAC proficiency is 18%.

Montezuma, our goal is to increase Math proficiency to 28%

currently our distance from 3 is 83.7 points our goal is to decrease by 10 points to 73.7

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	67.5 points below	57.5 points below
English Learners	Sbac Distance from 3- 63.9	decrease distance from 3 by 10 points-goal is 53.9
Special Ed	Sbac Distance from 3- 147.2	decrease distance from 3 by 10 points-goal is 137.2
Socioeconomically Disadvantaged	Sbac Distance from 3- 66.7	decrease distance from 3 by 10 points-goal is 56.7

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	83.7 points below	73.7 points below
English Learners	Sbac Distance from 3- 75.7	decrease distance from 3 by 10 points-goal is 65.7
Special Ed	Sbac Distance from 3- 167.3	decrease distance from 3 by 10 points-goal is 157.3
Socioeconomically Disadvantaged	Sbac Distance from 3- 83.4	decrease distance from 3 by 10 points-goal is 73.4

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by strategies.

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, CAFE conferences, data analysis, academic conferences.

Program Specialist will provide Site based PD on RTI, ELD, ELPAC. Additionally, PS will provide data and support in class and during Academic Conferences.

Site based, Response to Intervention training with Rich Rodriguez (Solution Tree)

Site based RTI training

(Solution Tree)-\$35,000 for 4 days of training

Substitute Pay Calculation to release teachers for PD, academic conferences:

100 days X \$200 = \$20,000

of coaching elements (coteach, demo)

of teachers attending site based PD

of observations

of observation with feedback impact of small group with tests (I-Ready, SBAC) broken up into small chunks and administered over time for Special Population

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$35,000 - 58100 (Consultants - Instructional)

LCFF - 23030

Amount(s)	Source(s)
\$41,867 - 19101 (.4 FTE Program Specialist) \$18,038 - 30000 (Statutory Benefits)	Title I - 50643 Title I - 50643
\$62,801 - 19101 (.6 FTE Program Specialist) \$27,058 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$20,000 - 11700 (Substitutes)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be offered the opportunity to attend Intersession/Summer School.

Strategy/Activity

To provide students with additional learning opportunities during intersession/Summer School focusing on ELA and mathematics in grades K-2 foundational skills and grades 3-8 academic vocabulary.

Pre/post assessment Anecdotal/ Observation Survey (time on task)

Additional Hourly for Intersession/Spring Break/Summer School:

5 teachers X 54 hours X \$60 = \$16,200 (Allocating \$16,394)

1 Program Specialist X 60 hours X \$60 = \$3,600

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$16,394 - 11500 (Teacher Additional Hourly)	LCFF - 23030
\$3,600 - 19500 (Additional Hourly Program Spec)	LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Subgroup: English Learners

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy programs (e.g. CAFE), level books (in classroom and at home), and in an atmosphere that conducive to literacy.

All students will have access to instructional materials to support AVID WICOR strategies.

AVID specific project materials to include: binders, pencil pouches, dividers and all necessary materials to support strategies. chart paper, markers, easels.

of students increasing DRA/Lexile level, based on IReady reports

To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills.

during.

Designated ELD time, teachers will write language objectives, based on student language demands.

of students increasing a ELPAC level

of EL students assessed (initial & annual)

of student RFEP

Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read alouds. Supports teachers with readers theater.

23 hours X \$50 = \$1,150 (Allocating \$1,160)

Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000 - 42000 (Books)	Title I - 50643
\$21,560 - 22601 (.625 FTE Library Media Assist)	LCFF - 23030
\$27,365 - 30000 (Statutory Benefits)	LCFF - 23030
\$15,232 - 19101 (.4375 FTE Bilingual Assistant)	LCFF - 23020
\$4,851 - 30000 (Statutory Benefits)	LCFF - 23020
\$1,160 - (Classified Additional Hourly)	LCFF - 23030
\$17,908 - 43110 (Instructional materials)	Title I - 50643
\$2,000 - 56590 (Maintenance Agreements)	Title I - 50643
\$1,000 - 57150 (Duplicating)	Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5,000 - 43110

Title I - 50643

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Provided students with Summer School.

Provided students with platooning for ELA and Math after common formative assessments.

Provided students with bilingual Assistant.

Provided teachers with site based PD on: ELPAC, SBAC and AVID.

Leveled books were purchased for school library and classroom libraries to support CAFÉ reading.

Effectiveness

110 students attended Summer School for two weeks.

All students received platooning for ELA and or Math-focusing on reteach and extension of skills.

Bilingual Assist provided in class support as evidenced by classroom observations, logs and schedule.

All EL students participated in ELPAC testing.

All students in grades 3-8 (including SPED) participated in SBAC testing.

All students in grades K-6, visited the library, checked out books and read leveled books at their individual reading level, as evidenced by library schedules and observations of classroom CAFÉ libraries with leveled readers and designated CAFÉ reading times.

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

Material Changes

None.

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.

Future Changes

No changes.

Goal 2 – School Climate

Suspension –

By June 30, 2020, decrease suspension for all students by .3%.

Attendance/Chronic Truancy:

By June 30, 2020, decrease chronic absenteeism for all students by .3%

Identified Need

Suspension –

2014-15-9%

2015-16- 12%

2016-17-8%

2018-10%

Expulsion – zero

Attendance/Chronic Truancy –

2017-15%

2018-13%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	11.3%	11%
Chronic Absenteeism (All Students)	15.8%	15.3%
Student recognition for good attendance will coincide with report card grading periods	Presently, we are inconsistent with recognizing positive attendance.	By attending more consistently students should improve academically and socially.
PBIS and Leadership teams will meet monthly to amend student handbook and review results of	Leadership meets monthly, PBIS has not been as systematic.	Increased positive behavior of students, fewer suspensions and discipline issues.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
new routines and procedures on attendance and discipline		
Decrease the distance from “3” by 10 points in ELA and Math	Currently our school library is open 4 hours. we would like to increase the time open to 6 hours, allowing more students to visit before and after school.	More hours allows more opportunities to visit the library and for the library to open before and after school.
Sow a seed mentoring program Serving approximately 20 students	Currently have two mentors 5 days a week- We would like to continue services	Increased the number of students served to 40. Decreased suspensions and discipline issues and increased IReady and SBAC scores
Materials to include: binders, pencil pouches, dividers and all necessary materials to support strategies	All students have materials-we will maintain this	Access to materials necessary will decrease suspensions and discipline issues and increased IReady and SBAC scores

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, Restorative Justice and structured student engagement activities, etc.

Teachers will be trained on how to become a “warm demander”

Warm demanders include:

Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good natured teasing.

Shows personal regard for students by inquiring about important people in their lives.

Earns the right to demand engagement and effort.

Very competent with the technical side of instruction

Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.

Encourages productive struggle

Viewed by students as caring because of personal regard and “tough love” stance.

Site will continue using Restorative Justice Circles in the classroom, as well as PBIS strategies.

Instructional materials

of student involved in the PLUS program

of discipline referrals

of students suspended

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$4,000 - 43110 (Instructional Materials/Supplies)

Title I - 50671

\$1,000 - 43200 (Non-Instructional Materials)

Title I - 50671

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students will be served by this strategy.

Strategy/Activity

PBI and Leadership teams will review and modify school handbook to address new routines and procedures needed, as a result of new construction. Further work will be done by the teams to support methodology introduced at site based RTI PD.

Administration will review with staff, students and parents at beginning of the year assemblies.

Additional Comp PBIS/Leadership team-\$5,000

Additional Hourly for teachers:

8 teachers X 8 hours X \$60 = \$3,840

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$3,840 - 11500 (Teacher Additional Hourly)

LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will have access to services

Strategy/Activity

Sow a seed mentors will:

The youth are provided with positive adult role models, life skills training, support and counseling via evidence-based workshops on including: healthy lifestyles; bullying; self-image; drugs and alcohol, career exploration, conflict resolution, problem solving and goal setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$50,000 - 58320 (Consultant - Non-instructional)

Title I - 50643

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Our counselors, Project Prevent coordinator and Child Abuse Prevention Council all regularly provided students with counseling services for social emotional support.

Students participated in the PLUS program

PBIS team met several times in the year, to address attendance and discipline.

Restorative Justice circles were held in many classrooms.

Effectiveness

Suspensions for the African American sub group decreased by 1.1%

Suspensions for the entire school increased by 2.8 %

Chronic Attendance maintained at 15.8 %, with a slight decrease of .3%

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

Material Changes

No changes.

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.

Future Changes

Sow A Seed professional mentoring program was added this year, these mentors conducted 600 mentoring/counseling sessions.

Goal 3 – Meaningful Partnerships

By June 30, 2020, increase the number of parent meetings per week from 2 to 4.

Identified Need

Montezuma would like to increase parent participation and involvement, by offering multiple opportunities for parents and families to participate in their child’s education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/teacher conferences 1x year	50 % of all teachers had parent/teacher conferences	Increased parent awareness in child’s education and increased participation at school events
Latino Family Literacy Project	Program initially implemented in 2018-19 school year	implement program and expand ESL classes, based on parent feedback
Parent meeting every Tuesday, with different activities each week	presently meet 2x month	grow parent group participation to 40 parents consistently attending

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, family nights and communication

Supplies for meetings, construction paper, copy paper, craft supplies (construction paper, glue, stickers, markers)

of parents attending meetings

of parents attending trainings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$3,204 - 43400 (Parent Meeting)

Title I - 50647

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent/teacher conferences

All teachers will schedule parent /teacher conferences 1 time a year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL-Spanish speaking students/families

Strategy/Activity

Run the Latino Family Literacy Project one Tuesday a month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Many parent nights were offered (science fair, art fair and movie nights) and well attended.

Parent communication was done via Peach Jar and Montezuma Marquee.

Monthly parent meetings were held to include the mobile farmers market, ELAC and El Concilio.

Scholastic book fair was held three times a year, in conjunction with Parent Nights.

Effectiveness

Parent nights were well attended as evidenced by sign in sheets and observation of attendees.

Monies raised via Book fair was turned into more books for the library and class CAFÉ libraries.

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

Material Changes

No changes.

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.

Future Changes

None.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$165,018
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$218,865

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$165,018

Subtotal of additional federal funds included for this school: \$165,018

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

State or Local Programs	Allocation (\$)
LCFF	\$218,865

Subtotal of state or local funds included for this school: \$218,865

Total of federal, state, and/or local funds for this school: \$383,883