

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Fillmore (F1 - 227)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

English Learner Advisory Committee

_____ Date of Meeting

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

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Thongthip Duangsawat
Typed Name of School Principal

Thongthip Duangsawat
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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
Fillmore Elementary	39686766042543	06/08/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Fillmore Elementary is implementing a Schoolwide Program.

Fillmore is currently eligible for Additional Targeted Support and Improvement (ATSI) for the African American (AA) and White (WH) student groups.

Description

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.

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

During School Site Council meetings held on September 2021, November 2021, and January 2022, the SSC reviewed data available at time which included iReady test results. In September, the SSC was presented with iReady data from the diagnostic window. And the January meeting, the data points and growth were emphasized during the meeting. The principal stressed that the school was finally able to implement the school plan and the goals along with the activities without interruption. There were modifications to which the school adhered to honor local, state, and national guidelines to ensure safety as much as possible. The SSC were agreeable to continue with the plan in place.

ELAC conducted a Parent Needs Assessment which resulted in the following: During the March 2022 ELAC meeting, the survey results demonstrated that parents felt overwhelmingly in support of the quality of their child's instruction in ELA and ELD, and are kept informed of their child's academic progress. Parents also felt welcomed to the school and that their children in generally in a safe environment. There were few negative reviews submitted from the Needs Assessment. Comments from those surveys were such as: children were kept at school even when they were feeling sick, to a child who cannot read in English but was receiving English homework that they were incapable of completing.

AVID/Leadership Committee

Staff Meeting

Staffing and Professional Development

Staffing and Professional Development Summary

For the 2021-2022 school year, Fillmore currently has 27.5 teachers on staff; two of whom are preschool teachers (AM/PM) and our site program specialist. Of those 28 teachers, 14 are veteran teachers; five teachers have recently cleared their credentials; two are working on clearing their credentials; four teachers are district interns; one teacher is on a temporary contract ending on June 30, 2022; and we split our Special Education Resource teacher with a sister site. Our grade levels are provided below:

- two Preschool teachers (AM/PM)
- two Kindergarten teachers
- three Grade 1 teachers
- three Grade 2 teachers
- three Grade 3 teachers
- two Grade 4 teachers
- three Grade 5 teachers
- two Grade 6 teachers
- two Grade 7 teachers
- three Grade 8 teachers
- one full time single subject PE teacher
- .5 Special Education Resource teacher
- one site program specialist
- one full time assistant principal
- one principal

When the current administrative team arrived in the 2019-2020 school year, there were 32 teachers and half of those teachers had never taught, not even as a substitute teachers. Being cognizant of this fact, the administrative team along with the site program specialist, and two instructional coaches instituted a "New Teacher Support Forum" as additional and informal support that did not feel like "something extra". As the weeks went by, fewer and fewer new teachers participated. The last two meetings for new teacher support (in December 2021), the veteran teacher attendance outweighed the new teacher attendance. After conducting a survey, the now novice teachers and the rest of the staff opted to suspend future "New Teacher Support Forum" meetings.

Our district adopted new math and English Language Arts curriculum in the 2019-2020 school year and provided professional development opportunities. While we did not like the tag of "CSI," we did benefit from the extra support in diving deeper into the new English Language Arts curriculum and the tailored professional development facilitated by the consultant from curriculum associates. At the time, we also had instructional coaches who helped provide support to our teachers with their continuous feedback and to our administrative in identifying and developing needed professional development.

With the recent adoption of science curriculum and the interrupted school years of 2019-2020 and 2020-2021, our school invested heavily in science curriculum training. In spring 2021, Fillmore teachers were provided additional compensation of more than 20 hours to attend professional development. Fillmore worked closely with the district science curriculum specialist

and San Joaquin County Office of Education's science department. In addition, grade level teams who had new members or wanted to expand their training worked with our district science curriculum specialist during various dates up until June 2021. Even during the school year, grade level teams could request collaboration time with the district science curriculum specialist for additional compensation. A third grade teacher and our ELA instructional coach even attended multiple meetings for Green Ribbon schools to gain information on making us sustainable and emphasize our commitment to science. Further, we had a number of teachers attend Nature Journaling because we all recognized that there was a gap for science throughout our experiences and practices. Three of our teachers attending Interactive Notebooks through CASE. The principal has attended CASE events virtually as well.

We allocated to pay for substitute teachers in order to hold academic conferences with our grade levels during the school day. The lack of substitute teachers available in our district paused our plans. Some grade level teams opted to hold academic conferences after school, for which they were compensated, but the administrative team could not mandate that for all grade levels.

Fillmore was an AVID Showcase site in 2016-2017 and 2017-2018. With the exodus of veteran teachers at the end of the 2018-2019 school year and the influx of new teachers in the 2019-2020 school year, Fillmore was not able to retain its AVID Showcase designation. With the exception of our teacher on a temporary contract, 96% of Fillmore teachers have received AVID training, including Pathways, Summer Institutes, and/or DigitalXP. Both school counselors and both site administrators are AVID trained.

Our teachers work diligently within their PLCs. Due to budget and other restrictions such as the global pandemic caused by COVID-19, our new/novice teachers did not have the opportunity to attend any PLC training in the 2019-2020 school year. With rollover funding from our CSI designation and allocated funds from various accounts, Fillmore was able to send 10 new/novice teachers and two veteran teachers to Solution Tree's PLC training via webinar. The two veteran teachers were asked to attend the webinar based on the number of teachers they mentor and serve as a refresher for their own PLC training, the last in-person professional development occurring in Summer 2017. The webinar concluded in October 2021.

As supplemental English Language Arts support, seven teachers participated in a multiple series through Great Valley Writing Project in partnership with CSU Stanislaus.

We are trying to build momentum with our content knowledge in math as well. In December 2021, a second grade teacher and an eighth grade teacher attended a district sponsored Asilomar Math Conference in Asilomar, CA.

Staffing and Professional Development Strengths

At the end of the 2019-2020 school year, Fillmore had to collapse its single Grade 4-6 Special Day Class. This left us with only Resource students under the special education umbrella. In the same year, we had one veteran teacher retire at the end of the year.

At the end of the 2020-2021 school year, Fillmore had two veteran teachers retire; one of whom did so midyear. One teacher took an unpaid leave of absence. That unpaid leave of absence has turned into a resignation in March 2022.

At the end of the 2021-2022 school year, Fillmore will see another veteran teacher retire. Due to our dwindling enrollment, we will only have two sections of Grade 7 classes and two sections of Grade 8 classes. This meant a reassignment for our middle school teachers to other grade levels. Two middle school teachers have since transferred to other sites (within the district) since Fillmore could not accommodate their desire to stay in the middle school grades. Another intermediate teacher has resigned due to her engagement and resettling in Fresno County. Another intermediate teacher has expressed a desire to work closer to home (Mountain House) due to having small children. We will lose a primary teacher due to his temporary contract ending June 30, 2022. Because of this series of events, Fillmore currently needs to hire two Grade 6 teachers and potentially a Grade 3 teacher.

Half of our teachers are veteran teachers who have long cleared their credentials. Five of our teachers have recently cleared their credentials. Two teachers are currently working on clearing their credentials. Four teachers are district interns. And one teacher is on a temporary contract that ends on June 30, 2022.

Our teachers work diligently within their PLCs. Due to budget and other restrictions such as the global pandemic caused by COVID-19, our new/novice teachers did not have the opportunity to attend any PLC training. With rollover funding from our CSI designation and allocated funds from various accounts, Fillmore was able to send 10 new/novice teachers and two veteran teachers to Solution Tree's PLC training via webinar. The two veteran teachers were asked to attend the webinar based on the number of teachers they mentor and serve as a refresher for their own PLC training, the last in-person professional development occurring in Summer 2017. The webinar concluded in October 2021.

Fillmore teachers, via consensus, attended many hours of science training in Spring 2021. For the sessions we hosted, we had a near 100% participation rate. A third grade teacher who retired at the end of the 2020-2021 school year did not attend the last training session due to a family commitment. We were not able to take that participation rate into the 2021-2022 school year because teachers are burnt out and no amount of additional compensation could persuade the entire staff to commit to additional time. Some grade levels are still meeting for additional collaboration and additional compensation.

Unfortunately, our plans to hold academic conferences during the school day have been stymied due to the lack of substitute teachers district wide to release teachers. And because we cannot mandate teachers participate after school, Fillmore has only conducted academic conferences for a few grade levels at their request after school. Due to lack of enthusiasm via survey results, we have not pushed heavily on having SJCOE come back for whole staff training for science. Again, providing release for teachers to have tailored discussions and provide professional development during the school day is not yet feasible.

Curriculum associates for iReady did meet with us (whole staff) on January 20, 2022 which was a follow-up meeting from November 15, 2021. The earlier meeting included the site program specialist, three Grade 2 teachers, one Grade 6 teacher, and both site administrators. That meeting was an open invitation to all teachers in all grade levels. Teachers had to interact with their iReady data and identify students for whom to start the SAP process as part of the January 20 meeting.

Unfortunately, site administration was not able to secure approval to attend Solution Tree's Leadership Summit (K-12) during spring break March 13-16 (both March 13 and March 16 would have also served as travel time had approval granted travel).

Currently, we have 12 staff members (including site program specialist, both administrators, four teachers who have three years of teaching experience, five veteran teachers who have had more than 15 years of teaching experience) committed to attending AVID Summer Institute (June 29-July 1, 2022). Two teachers (with more than 15 years of teaching experience) are committed to attending Project Lead The Way (PLTW) training as well during the summer.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Not all teachers are committing to after school professional development opportunities. We cannot release teachers during the school day with substitute teachers. **Root Cause/Why:** Teachers are overextended due to other factors in their lives. Not having multiple substitutes available makes it nigh impossible to conduct professional development.

Teaching and Learning

Teaching and Learning Summary

Classroom observations were conducted by the administrative team, occasionally accompanied by the site program specialist. When the site program specialist was not able to accompany, she was more often than not releasing teachers so they can attend CARE meetings, SST meetings, and IEP meetings, etc. Since returning to site from distance learning, the school culture had to be reminded of remembering site norms such as writing objectives on the board. For the most part, this was not an issue for veteran teachers (except to a primary teacher who took weeks to get learning objectives on the board). Unfortunately, we could not conduct instructional rounds with teachers due to the lack of substitute teachers available to release teachers. More than 90% of instructional round visits were conducted by the administrative team.

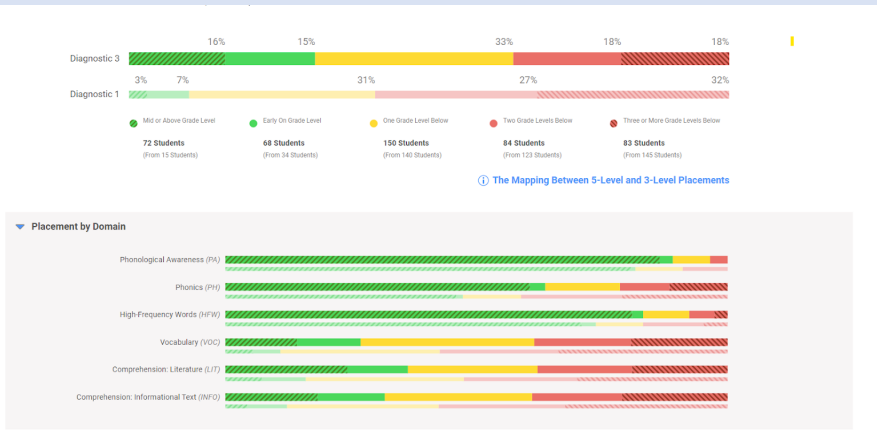
With the global pandemic shut down and the transition to distance learning in the 2019-2020 school, then the hybrid return to site with some students solely on distance learning at the tail end of the 2020-2021 school year, it is not accurate to judge our instructional programming with all these interruptions. During the 2019-2020 school year, our district transitioned from about a generation of NWEA (Map) benchmark testing to iReady benchmark testing. The iReady testing windows during distance learning were analyzed with an abundance of caution due to perhaps family supports during the testing. iReady (spring) testing was the measurement we used in place of CAASPP in the 2020-2021 school year. The 2021-2022 school year will be the first time that our students are taking the CAASPP, with science on the dashboard, having been instructed under new curriculum adoptions for math, English Language Arts, and science. Our overarching plan and goals are still guided by our SPSA from the 2019-2020 school year. This school year (2021-2022) has allowed us to fully use our science labs.

Fillmore's teachers with the least amount of experience have not had specific professional development on standards yet. New/novice teachers have interacted with standards based on their work with our site program specialist, our instructional coaches (when we had instructional coaches on site), and within their PLCs with veteran teachers in their grade level teams. Though our new teachers have not had specific professional development on standards, they have been exposed through their various teacher preparation programs, and other district sponsored programs such as induction to clear their credentials. Further, the curriculum used for English Language Arts, math, and science all have standards embedded within the different units and lessons. With the English Language Arts curriculum, mastery is not embedded but expected by the end of the year since the standards and skills cycle and spiral.

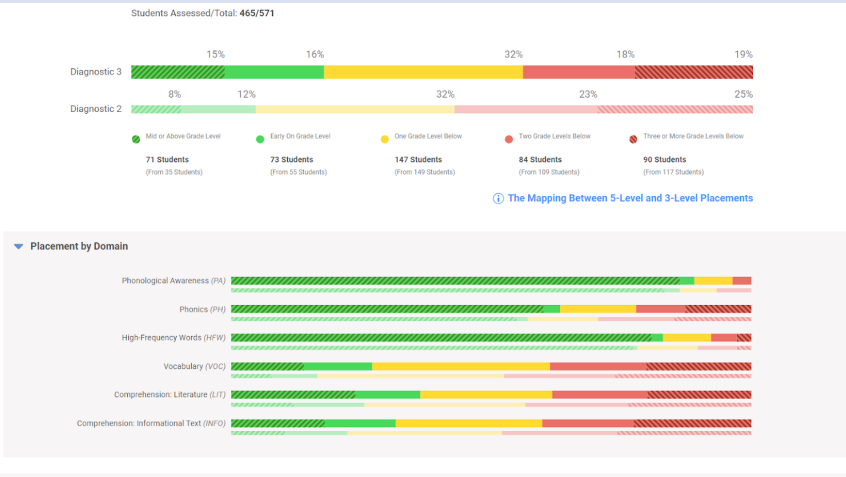
Assessment and accountability: Fillmore teachers adhere to the testing schedule provided by our research and accountability department. We strive to make sure we conduct ourselves under the expectations given to us by the district. In general, Fillmore teachers follow the pacing guide and curriculum formative assessments. At their PLC discussions, grade level teams also review assessment data and plan interventions, lessons, and reassessments.

The data for iReady shows continual student growth for the 2021-2022 school year. The schoolwide growth for Reading shows:

ELA: Fall to Spring



ELA: Winter to Spring



Schoolwide, students showed growth from Fall '21 to Winter '22 in the following tiers:

Mid to Above Grade Level: From 3% to 8%

Early on Grade Level: From 7% to 12%

One Grade Level Below: From 31% to 32%

Two Grade Levels Below: From 27% to 23%

Three or More Grade Levels Below: 32% to 25%

Winter '22 to Spring '22:

Mid to Above Grade Level: 8% to 15%

Early on Grade Level: 12% to 16%

One Grade Level Below: Stayed at 32%

Two Grade Levels Below: From 32% to 18%

Three or More Grade Levels Below: From 25% to 19%

The data shows that students are shifting up in their academics. The largest movement occurred with students who are Three or More Grade Levels Below with a shift upward of 13% throughout the school year. The next largest shift being the students in the Mid to Above Grade level with a shift upward of 12%.

In the five separate domains for reading there was positive growth throughout the school. The data shows the following (from BOY to EOY):

Phonological Awareness

Mid to Above Grade Level: 75% to 86% (+11%)

Early On Grade Level: 1% to 3% (+2%)

One Grade Level Below: 14% to 8% (-6%)

Two Grade Levels Below: 9% to 4% (-5%)

Three or More Grade Levels Below: 0%-0%

Phonics:

Mid to Above Grade Level: 43% to 59% (+16%)

Early On Grade Level: 2% to 3% (+1%)

One Grade Level Below: 15% to 15% (no change)

Two Grade Levels Below: 20% to 10% (-10%)

Three or More Grade Levels Below: 20% to 12% (-8%)

High Frequency Words:

Mid to Above Grade Level: 66% to 80% (+14%)

Early On Grade Level: 3% to 2% (-1%)

One Grade Level Below: 13% to 9% (-4%)

Two Grade Levels Below: 13% to 6% (-7%)

Three or More Grade Levels Below: 4% to 3% (-1%)

Vocabulary:

Mid to Above Grade Level: 6% to 14% (+7%)

Early On Grade Level: 5% to 13% (+9%)

One Grade Level Below: 33% to 35% (+2%)

Two Grade Levels Below: 24% to 19% (-5%)

Three Grade Levels Below: 32% to 20% (-12%)

Comprehension (Literature)

Mid to Above Grade Level: 7% to 23% (+16%)

Early On Grade Level: 10% to 13% (+3%)

One Grade Level Below: 33% to 26% (-7%)

Two Grade Levels Below: 22% to 18% (-4%)

Three Grade Levels Below: 29% to 19% (-10%)

Comprehension (Informational)

Mid to Above Grade Level: 4% to 18% (+14%)

Early On Grade Level: 9% to 14% (+5%)

One Grade Level Below: 32% to 29% (-3%)

Two Grade Levels Below: 25% to 18% (-7%)

Three Grade Levels Below: 30% to 22% (-8%)

In the five reading domains the greatest student growth is in the Mid to Above Grade Level at an average of 15.6%.

The iReady data shows that students have shown tremendous growth in their Reading skills and comprehension.

Math

The schoolwide growth from Fall to Winter shows:

Mid to Above Grade Level: 0% to 2% (+2%)

Early On Grade Level: 2% to 10% (+8%)

One Grade Level Below: 36% to 48% (+12%)

Two Grade Levels Below: 32% to 22% (-10%)

Three Grade Levels Below: 29% to 21% (-8%)

Schoolwide Winter to Spring:

Mid to Above Grade Level: 2% to 10% (+8%)

Early On Grade Level: 7% to 14% (+7%)

One Grade Level Below: 48% to 43% (-5%)

Two Grade Levels Below: 22% to 15% (-8%)

Three Grade Levels Below: 21% to 17% (-4%)

The greatest shift down occurred with students in Two Grade Levels below. The level decreased by 18% throughout the year. The data supports that students are showing progressive growth in their understanding and comprehension of math skills and strategies.

In the three domains, the levels of change from Fall to Spring show growth.

Numbers and Operations (Fall to Winter):

Mid to Above Grade Level: 2% to 4% (+2%)

Early On Grade Level: 5% to 11% (+6%)

One Grade Level Below: 41% to 50% (+9%)

Two Grade Levels Below: 29% to 18% (-11%)

Three Grade Levels Below: 23% to 17% (-6%)

Algebra and algebraic Thinking (Fall to Winter):

Mid to Above Grade Level: 2% to 6% (+4%)

Early On Grade Level: 5% to 13% (+8%)

One Grade Level Below: 36% to 46% (+10%)

Two Grade Levels Below: 31% to 17% (-14%)

Three Grade Levels Below: 25% to 19% (-6%)

Measurement and Data (Fall to Winter)

Mid to Above Grade Level: 4% to 7% (+3%)

Early On Grade Level: 5% to 7% (+2%)

One Grade Level Below: 38% to 44% (+6%)

Two Grade Levels Below: 26% to 21% (-5%)

Three Grade Levels Below: 27% to 21% (-6%)

Geometry (Fall to Winter)

Mid to Above Grade Level: 1% to 2% (+1%)

Early On Grade Level: 5% to 7% (+2%)

One Grade Level Below: 32% to 39% (+7%)

Two Grade Levels Below: 26% to 23% (-3%)

Three Grade Levels Below: 35% to 26% (-9%)

The changes from Winter to Spring:

Number and Operations (Winter to Spring):

Mid to Above Grade Level: 4% to 15% (+11%)

Early On Grade Level: 11% to 17% (+6%)

One Grade Level Below: 50% to 42% (-8%)

Two Grade Levels Below: 18% to 14% (-4%)

Three Grade Levels Below: 17% to 13% (-4%)

Algebra and Algebraic Thinking (Winter to Spring):

Mid to Above Grade Level: 6% to 12% (+6%)

Early On Grade Level: 13% to 17% (+5%)

One Grade Level Below: 46% to 42% (-4%)

Two Grade Levels Below: 17% to 14% (-3%)

Three Grade Levels Below: 19% to 15% (-4%)

Measurement and Data (Winter to Spring):

Mid to Above Grade Level: 7% to 14% (+7%)

Early On Grade Level: 7% to 16% (+9%)

One Grade Level Below: 44% to 38% (-6%)

Two Grade Levels Below: 21% to 14% (-7%)

Three Grade Levels Below: 21% to 17% (-4%)

Geometry (Winter to Spring):

Mid to Above Grade Level: 5% to 17% (+12%)

Early On Grade Level: 7% to 9% (+2%)

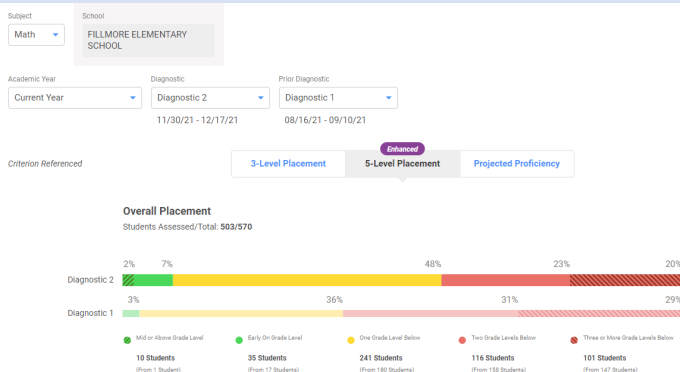
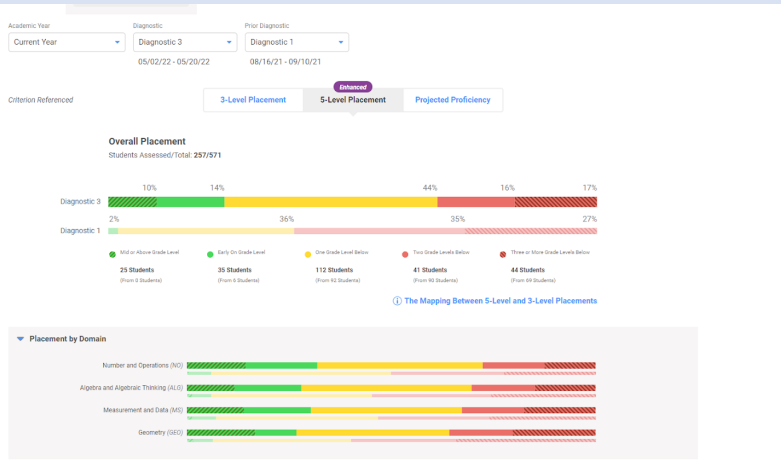
One Grade Level Below: 39% to 38% (+1%)

Two Grade Levels Below: 23% to 15% (-8%)

Three Grade Levels Below: 26% to 21% (-5%)

There was strong movement forward with students that were two and three grade levels below, respectively with an average of movement forward of 9% and 7%. In the Early On and Mid to Above Grade Level, students have positive movement forward (respectfully) of 14.75% and 14.5% from Fall to Spring iReady assessing.

Math:



Every school year since the current administrative team has been at Fillmore (2019 - present), a purge of obsolete and out of compliance adoptions curriculum has happened in order to align curricula. We had to wait until the school board approved the new science adoption before we discarded the Foss Kits that were used by teachers. We are going to conduct another sweep to make sure that Open Court and other obsolete material(s) are no longer available on site.

Most Fillmore teachers use direct instruction when teaching to the whole class. Primary teachers work in small groups as well which is a recent event when local guidelines allowed for us to engage more closely with students. Fillmore teachers are using district adopted curricula with fidelity. Priority is given to anchor standards and the most transferable skills. AVID and WICOR strategies are used as part of the system of instruction at Fillmore in order to tap into and unleash student talents and provide enrichment for students who are ready for enrichment and interventions for students in need of interventions. With the use of AVID and WICOR as part of our systems at Fillmore, we can prepare students not only for the next grade level or life level such as middle school and high school, we can lay the foundations for college and career readiness.

During the school day, students are on campus for 360 minutes of which 300 are instructional minutes. Fillmore adheres to the recommended instructional minutes of 90 minutes for reading/and language arts and 90 minutes for math. Teachers use the pacing guides to plan their lessons. Our intervention courses include ELD, Universal Access (or MTSS), and informal small groups. When we are able to, we will go back to platooning within our grade levels to meet the needs of students as best as possible. Students receive grade level instruction. Should there be an academic concern from teachers or families, Fillmore teachers use the CARE and SAP process for students who we may need to focus.

Teaching and Learning Strengths

At the AVID/Leadership Committee, an AVID strategy guided by Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) was shared out to the group. During the meetings, the committee discussed how to modify the different strategies to meet grade level needs. Grade level representatives took the strategies and resources provided back to the teammates for implementation.

New teachers jumped at the opportunity to attend an AVID Pathway held at Cesar Chavez High School in October 2019. Travel to conferences have been non-existent for teachers but that didn't mean teachers did not receive any professional development or training. XX attended AVID DigitalXP including the two site administrators in June 2020. One teacher and one site administrator attended AVID DigitalXP in October 2020. XX attended AVID DigitalXP including both site administrators in June 2021. Fourteen Fillmore staff members, including the site program specialist and the two site administrators, will attend AVID Summer Institute in June

2022. Four novice teachers are in the list, and this will be the first in-person event for them.

Recognizing that new/novice teachers were thrown into PLCs without any background, Fillmore used the rest of the rollover CSI funds for teachers to attend Solution Tree's PLC over the course of weeks beginning September 2021.

We had quite a few participants during the science professional development opportunities. In addition to the deep dive preview into the new science curriculum adoption, teachers participated in John Muir's Nature Journaling webinar and CA Next Generation Science Standards' Interactive Notebooking workshop via webinar.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): We have not been able to allow teachers to participate in Instructional Rounds (or general classroom visits) nor academic conferences. **Root Cause/Why:** The unavailability of any and/or sufficient number substitute teachers to provide teacher release time.

Parental Engagement

Parental Engagement Summary

Fillmore Elementary supports parent participation through variety of school committees, events, activities, and communications. We have an active School Site Council that meets routinely once a month. Our ELAC committee consistently meets once every two months. Our PTA committee meets every other month, alternating with ELAC. Prior to COVID, ELAC and PTA in-person meetings were attended anywhere from as low as 15 parents to as high as 41 parents in attendance. When schools were forced to go virtual along with our parent committee meetings, our ELAC and PTA parent participation declined to as low as three participants, mainly the committee officers, and as high as eight parents in attendance.

Prior to COVID, PTA held fundraisers in front of the school immediately after school, during AVID family nights, and during the school carnival. PTA also organized the end of the year school carnivals which were highly attended by Fillmore parents and other community people.

Since Fillmore is an AVID certified school, several events were held to encourage parent participation and attendance. We held AVID Science Night, AVID Literacy Night, and AVID Math Night to highlight our academic programs, student work, and AVID strategies used to improve our student achievement.

Fillmore holds Trimester Awards Assemblies to highlight our students' achievement and for the entire year. When these assemblies were held in-person, many parents were in attendance to witness their children receiving awards and certificates.

Fillmore also has Scholastic Book Fairs which encourages parents to purchase books to help support their children's literacy. Prior to COVID, parents came on campus and accompanied their children into the book fairs. During COVID, parents and students could only log on to the Fillmore Scholastic website to view and purchase books and other literacy materials.

During the school year, Fillmore sends out on behalf of ELAC a Needs Assessment survey to elicit parent comments and concerns with their child's education. When these surveys are returned back to the school, ELAC reviews the results in a follow up ELAC meeting.

During COVID, AVID family nights and Scholastic Book Fairs saw declines in participation and attendance. Also the Needs Assessment could only be disseminated to parents who attended PTA and ELAC meetings and to parents who came into the school office.

Fillmore routinely communicates with parents through three media platforms. Fillmore maintains a very active and routinely updated website with current information on parent meetings, school events, district information, and an ongoing school calendar. We also have an ongoing and updated electronic marquee in front of the school with important events and meetings posted. Last but not least, Fillmore routinely uses the Blackboard phone communication system to communicate with parents on upcoming events and meetings.

Parental Engagement Strengths

Fillmore parents attend meetings and events that focus on their child's learning. Parents attend Parent-Teacher conferences and parent requested meetings with teachers and administration.

Parents are also willing to attend ELAC and PTA meetings when in-person. Parents attend events and activities in large numbers when it involves viewing in-person their child's classroom, their child's class work, student participation in school events, and awards assemblies. Parents are also willing to support and encourage their children's reading by purchasing books and other literacy materials.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): How do we rebuild our parental participation as it was prior to COVID? **Root Cause/Why:** Many of our parents are not comfortable with the level of technological knowledge required, and lack sufficient tech equipment to log on to a virtual environment. For in-person meetings, some parents are still not comfortable attending in-person meetings under the current COVID situation.

School Culture and Climate

School Culture and Climate Summary

Part of our goals for a safe and healthy environment to continuously improve school culture and climate were to decrease the suspension rate for all students who are suspended by 0.3% from 6.3% to 6.0% compared to our 2019-2020 rates by June 2022, and decrease our chronic absenteeism rate for all students by 0.5% from 22.2% to 21.7% by June 2022.

Transitioning our students to distance learning was no easy feat. While we did have a significant decrease in disciplinary incidents, we became vigilant in trying to identify potential crises, particularly of the self-harming and mental health nature. Our IS department at the time played an important role in "flagging" student profiles especially those who expressed harm to themselves and potentially others. Risk assessments were conducted virtually as well as check ins.

As of late March 2022, we've had a total of 13 students suspended adding up to a total of 23 days out of the classroom between those 13 students. That is a significant drop from February 2020 when we had a total of 96.5 days of suspension spread amongst 43 students.

What has helped with the transition back to attending classes on site is our first full use of the Restorative Practices/Reflection Room. Our counseling team has been proactive in making sure to provide intervention and check-ins with our neediest students. Fillmore teachers employ a buddy system if a student just needs a time out. If the student can redirect him/herself, they will be welcomed back to the classroom. If the student needs a bit more time, the teacher can send the student to the Restorative/Reflection Room.

In addition to transitioning back to attending classes, it was observed that students had "forgotten" very basic school-wide routines. These normal routines had to be reintroduced to our students either in the classroom or through another avenue. We chose to utilize the cafeteria because this is where it was most apparent as students did not know where to go or what to do, and we could capture them as an audience. The result was to teach the common area expectations during lunch time on a daily basis. The reteaching of school-wide expectations started on day two of the school year. By teaching and reviewing all common area expectations during lunch daily, the result was better than expected. Students were receptive to the reteaching and misbehaviors disappeared rapidly. One of the most noted changes was and has been our cafeteria cleanliness. Students pick up after themselves and leave the cafeteria literally clean.

Of the students who have been suspended this school year, one in particular stands out. He is a primary grade student with many different, violent offenses logged onto his file. The student has suffered great loss at a young age and the trauma is on display. He is a repeat offender but we started with progressive discipline to ensure that the student still receives his education.

Students are also getting to enjoy the full implementation of PBIS as well. Teachers are starting to understand the scope and purpose for PBIS.

While our disciplinary incidents decreased, our chronic absenteeism has erupted. We currently have a +55% absenteeism rate. Chronic absenteeism during distance learning was even higher. The current rate of +48% includes Fillmore students who are currently enrolled in Virtual Academy and students who have fallen ill, either by testing positive for the Coronavirus or having had exposure to Coronavirus. We are having great difficulty to getting the most egregious truant to attend school just like we did during distance learning.

Attendance challenges were presented to all grade levels with various criteria. The first attendance challenge was for a popcorn party. The second attendance challenge was for an ice cream sandwich party. The third attendance challenge was for a nacho party. All of our classrooms have earned and enjoyed popcorn and ice cream sandwich parties. A few have earned a nacho party.

Reading challenges have also been implemented for students to read and receive a reward for doing so.

School Culture and Climate Strengths

We have nice students at Fillmore. The disciplinary incidents usually involves less than 3% of our population, but it is the same 3% all the time.

We have school-wide expectations in our common areas; this includes the multipurpose room, the designated playgrounds, the school library, and the designated science labs as well.

The counseling and administrative team were organizing PBIS events at the beginning of the school year. Now, Fillmore teachers are more comfortable with the concept and have taken to organizing their own events working with their grade level team and life levels.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Our chronic absenteeism rate has increased exponentially since transitioning to distance learning. Now that we are back on site for teaching and learning, chronic absenteeism continues to increase. **Root Cause/Why:** There is no accountability or incentive for students to come to school.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

LCAP Goal 1 - Student Achievement:

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA:

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15 students.
By EOY 2023, per iReady Diagnostic 3 Growth Report, 5% of Grade K-3 students will achieve iReady annual typical growth goals.

EL:

By EOY 2023, per ELPAC, increase the number of students who reclassify by 5 students.

Math:

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 15 students.
By EOY 2023, per iReady Diagnostic 3 Growth Report, 5% of Grade K-3 students will achieve iReady annual typical growth goals.

Identified Need

Not all teachers are committing to after school professional development opportunities. We cannot release teachers during the school day with substitute teachers.

We have not been able to allow teachers to participate in Instructional Rounds (or general classroom visits) nor academic conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing two ore more grade levels below grade level	ELA - 196 students Math - 192	ELA - 181 students Math - 177 students
Number of students reclassifying to fluent English proficient	30 RFEP students	35 RFEP students

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with resources and supports to increase writing proficiency using AVID WICOR strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).

1 FTE Program Specialist (PS):

.5 FTE Title I: Identify students for reading and math intervention, assist with organization and scheduling of intervention. Schedule iReady Diagnostic windows, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostics, assist various test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission. Administer CAASPP/SBAC including scheduling, training of proctors and administrators, assist in administration to small groups, make-ups, and special ed students. As AVID program manager, PS will assist with site leadership meetings, collect and organize AVID evidence, assist in certification documents, assist in AVID recruitment process, and provide ongoing site based training in AVID strategies to increase fidelity across the school with AVID strategies and new curricula adoptions. The PS will coordinate the collection of evidence to insure AVID certification, plan three to five AVID family nights throughout the year, and monitor AVID implementation to ensure that we regain "showcase" status in the upcoming school year. In addition, the PS will also assist teachers in their PLCs to review data and identify strategies that would help in improving student data.

*.5 FTE Title 1 salary and benefits = \$77,121

.5 FTE LCFF: English Learner Program tasks include sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, coordinating and planning classroom instructional walks. PS will organize ELPAC testing including sorting, distributing, securing testing materials, notifying parents of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students,

training staff on ELPAC administration, proctoring and administering tests will also be conducted by PS. In addition, PS will schedule ELD students, identify and verify ELPAC score data for each classroom, schedule students into appropriate ELD course(s), monitor designated ELD classes, support ELD instruction, and schedule and conduct ELD classroom walks. SBAC test organization including sorting, distributing, securing testing materials, notifying parents of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering tests will also be conducted by PS. PS will also manage CORE materials, locate and distribute teacher materials and textbooks for core academic subjects, inventory and manage core and supplemental materials, maintain Destiny, order student and teacher materials, maintain math and science inventory and distribution of resources. PS will participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, and advocate for students. PS will provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. PS will serve as PLTW coordinator which will include monitoring and inventorying the PLTW curriculum and components; assist in evidence, district visits, inventory and distribution of materials, and coordinating staff training. PS will serve on operations team and leadership committee.

* .5 FTE LCFF salary and benefits = \$77,121

Science labs have been purchased during the 2019-2020 school year, providing space for students to explore and interact with NGSS, STEM, and PLTW curricula and projects for which our teachers have been trained and continue to receive training (NGSS). Materials and equipment needed for science labs are microscopes, beakers, flask, wash basins, goggles, thermometers, aprons, glass slides, tweezers, measuring materials, scales, weights, etc.

Applicable supplemental instructional materials include AVID specific organization and writing project materials for students, schoolwide, are: poster/chart paper, markers, colored paper, highlighters, etc. In addition to these materials, Fillmore would need writing crates for all classrooms (K-8) and sufficient manila folders for every student to roll out the pilot writing portfolio project. The writing portfolio project includes grade level teams deciding three pieces of full process writing projects; one for each trimester. This would also include teachers working towards vertical articulation for writing expectations for their grades levels and those directly below and above their grade level. Starting in the 2021-2022 school year, each child should have three pieces of full process writing in their folders by May 2022. The kindergarten class that started in 2021-2022 is expected to have 27 pieces of full process writing (essays) by the time the class promotes from Fillmore.

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instruction (especially NGSS), such as co-teach, lesson studies, demo lessons in the classroom, action walks, conferences (e.g. PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis based on iReady and Benchmark results, data collection and analysis, ELD strategies, etc. which would require that they are provided release time or additional compensation if release time isn't feasible due to a shortage of substitute teachers in the district. In order for teachers to have release time, substitute teachers would be hired for the day. Depending on the availability of substitute teachers, FTE teachers would receive additional compensation for collaborating and/or participating in professional development.

Substitute Teacher Pay Calculation (Object Code 11700):

To be used to provide teachers with professional learning opportunities - to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing key standards, to support core instruction such as site-based coaching (e.g., co-teach, demo lessons in the classroom, lesson studies, etc.) with instructional coach, program specialist, and administration.

*60 days X \$200 = \$12,000

Teacher Additional Comp Pay Calculation (Object Code 11500):

To be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. which will be provided through coaching with instructional coach, program specialist, and administration, or with district-based professional development.

*14 teachers X 16 hours X \$60 rate of pay = \$13,440 total

Conferences/Trainings/Workshops: (Object Code 52150):

ELA Workshops - June 2022 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

Math Workshops - June 2022 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

PLC Conference - June 2022 - administrator, program specialist, instructional coach, counselor, and 1 teacher from each life level.

AVID Workshops - June 2022 - administrator, program specialist, instructional coach, and 1 teacher from each life level. (\$5,000) Title I

Consultant Agreement Potential:

Through CSI qualification, Fillmore worked with a consultant from CORE for the 2019-2020 school year. There is a need to continue to enhance literacy in the areas of but not limited to phonemic awareness, sound spelling combination, early reading interventions and supports, late reading interventions and supports, writing supports, etc. Should funding become available, we would allocate monies to fund professional development attached to improving the area of literacy. As an extension to literacy and improvement of writing schoolwide, writing will be a focus point of all grade levels. And to that end, we will implement a writing program at Fillmore Elementary which would include a writing portfolio project that would start in kindergarten and culminate in Grade 8 at which point the typical Grade 8 student would promote from Fillmore with a writing portfolio housing the most meaningful pieces, as deemed by teachers during grade level PLCs and vertical alignment planning, spanning back to kindergarten. Again, should monies become available, we would like to purchase a proven professional writing program for Fillmore teachers to implement.

Instructional Materials (Object Code 43110):

*writing crates and manila folders for every classroom = \$1,000

*\$8,000 allocated

Duplicating (Object Code 57150):

Duplicating services include AVID planners which students will use as an organizing tool school wide.

*\$4,500 allocated for planners

Maintenance Agreement (Object Code 56590):

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, etc. Maintenance agreements ensure all the equipment are available and usable to provide a print rich environment. Teachers will also have access to virtual/flipped classroom instruction.

MACHINE ACCOUNT AMOUNT

Title I-DP-U510 120150140 \$ 598.56

Title I-DP-S510 080453216 \$ 375.41

Title I-DP-U510 120150141 \$ 295.00

Title I-DP330DL 020860814 \$ 295.00

Title I-EQP LAM 4250 US 115V 1U 52246 \$ 514.80

*allocated \$3,000

CSI:

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

* Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently.

- * In-Depth Root Cause Analysis and Need Assessment:
- * Stakeholder Involvement Plan:
- * In-Depth Data Analysis and Evaluation:
- * Walk-Through Visit - Observation of Actual Activities:
- * Equity - Culturally Relevant Instruction Training and Planning:
- * 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.

Conference Registration for AVID:
 11 staff (11 teachers)
 \$850 X 11 attendees = \$9,350

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)
\$77121	50643 - Title I
\$77121	23030 - LCFF (Site)
\$12000	50643 - Title I
\$13440	50643 - Title I
\$5000	50643 - Title I
\$8000	50643 - Title I
\$4500	50643 - Title I
\$3000	50643 - Title I
\$9350	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

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.

Teachers will also teach PLTW and other supplementary work after school for additional hourly pay.

Teacher-Add Comp (Object Code 11500):

*5 teachers X 4 hours X \$60 rate of pay = \$1,200 total cost (Title I)

Conferences (Object Code 52150):

* PLTW Conference - June - 1 teacher from middle school (\$2,500 X 1 teacher = \$2,500) Title 1

Science labs would provide space for students to explore and interact with PLTW, NGSS and STEM curriculum and projects for which our teachers have been trained and continue to receive training. With science labs completely equipped, teachers will enhance NGSS curriculum, PLTW curriculum, and STEM curriculum through hands-on science experiments to integrate PLTW and STEM with NGSS while also promoting literacy and writing skills.

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.

Instructional Assistant (Object Code 21101):

Instructional Assistants will coordinate small group using interactive K-W-L, Close Read, Sentence Pattern Charts, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, and Literacy Station to facilitate and support students while the teacher works one-on-one or small groups with students. Instructional Assistants will support students in phonemic awareness and reading comprehension under the supervision of certificated staff. Instructional Assistants will also provide students help with writing assignments as well.

*Title I Funds: \$17,854 (1 IA @ .4375)

*LCFF Funds: \$30,798 (2 IA @ .4375)

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)
\$1200	50643 - Title I
\$2500	50643 - Title I
\$17854	50643 - Title I
\$30798	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc.

Bilingual Assistant (Object Code 21101):

Bilingual Assistant (BA) will pull EL students daily to reinforce concepts taught in ELA and math. Students will be scheduled time with the BA to increase reclassification rate. BA will work collaboratively with teachers and PS to identify areas of need to support EL students. The PS will coordinate ELPAC testing and monitor EL students' reclassification including disseminating data from all assessments. The PS will work closely with BA to ensure that strategies used with students are appropriate.

Library Media Clerk (Object Code 24101):

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds/read-alongs. In addition, the Library Media Clerk will support the use of Accelerated Reader when monies become available. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level.

*LCFF Funds - .4375 X 1 = \$30,479

Teachers will enhance integrated/designated ELD/ELD curriculum using GLAD techniques.

Instructional Materials (Object Code 43110):

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper. School wide, students will receive planners, binders, dividers, pencil pouches, pens, pencils, highlighters, sticky notes of various sizes (Post-It notes), glue sticks, etc.

*\$19,129 allocated in Title I funds

*\$35,052 allocated in LCFF funds

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)
\$0	23030 - LCFF (Site)
\$30479	23030 - LCFF (Site)
\$19129	50643 - Title I
\$35052	23030 - LCFF (Site)

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

AVID training continues to be priority at Fillmore Elementary. Teachers who were hired in the 2019-2020 school year have been provided opportunities to attend AVID DigitalXP and Pathway via webinar during the global pandemic. Fillmore has started to embed teacher led demonstration for various AVID strategies.

The Program Specialist helps spearhead organization of AVID artifacts and implementation of all strategies; PS has picked out strategies to prepare and present as part of demonstrations and professional development. The PS has coordinated dates and materials for various testing. The PS continuously monitors iReady data and other benchmarks looking for trends to conduct deep dives and analyses. Programs are monitored and evaluated alongside administration. The PS role cannot be undervalued in regards to English Learners and Reclassification. As of April 2022, Fillmore is leading the district amongst elementary schools in reclassified students with 15 so far.

ELA

We met the goal of reducing the number of students who are two grade levels or more below on the iReady diagnostic. The goal was to move 15 students from two grade levels or more below and move 28 students from one or more grade levels below to early grade level. 38 students moved up from 3 or more years below and 11 moved up from 2 or more years below.

Forty-nine students moved up to grade level on the iReady assessment.

MATH

We met the goal of reducing the number of students who are two or more grade levels below on the iReady diagnostic. Forty-six students, who were three or more years below, moved up. Forty-two of the students who were two or more years below, moved up. A total of 61 of these students moved up to one year below grade level.

Twenty-six students moved up to grade level on the iReady assessment.

NGSS training built the comfort level in anticipation of the new curriculum adoption; the training has been helpful for our teachers in having a deep dive in the science content area. Students will have the confidence to jump into honors' classes. As teachers become more comfortable and proficient in NGSS, our students will continue to grow.

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

Due to the shortage of substitute teachers, the budgeted expenditures for substitute teachers to release teachers for collaboration and academic conferences have remained largely untouched. Grade level teams are taking advantage of offered collaboration time during non-contract hours for additional compensation. Further, teachers have been given opportunities to continue working with San Joaquin County Office of Education for professional development on NGSS including conducting deep dives in the newly adopted science curriculum to expand student achievement. With our site instructional coach having to transition to a classroom teacher due to the statewide and nationwide teacher shortage, Fillmore hasn't had the opportunities to provide site specific and tailored professional development to teachers.

Goal 1, Strategy/Activity 1:

Substitute Teacher Pay Calculation (Object Code 11700):

*100 days X \$200 = \$27,000 (allocated \$20,000) will be reallocated to teacher compensation and teacher conferences

Goal 1, Strategy/Activity 2:

Teacher-Add Comp (Object Code 11500):

*20 teachers X 4 hours X \$60 rate of pay = \$4,800 total cost (allocated \$5,000) will also fund an additional middle school teacher attending PLTW training

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

The majority of the strategies will remain the same with the exception of funding a full-time Bilingual Paraprofessional Assistant since the district will fully fund using LCAP monies. Reallocated funds may be used to provide additional professional development for teachers, counselors, and administrators.

LCAP Goal

Goal 2: Equitable Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By June 2023, Fillmore will maintain suspension rates of the 2021-2022 school year with less than 5% of students suspended.

By June 2023, Fillmore will decrease our chronic absenteeism rate for all students to below 35% school wide.

Identified Need

Not all teachers are committing to after school professional development opportunities. We cannot release teachers during the school day with substitute teachers.

Our chronic absenteeism rate has increased exponentially since transitioning to distance learning. Now that we are back on site for teaching and learning, chronic absenteeism continues to increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	55.88%	35%
Suspensions	14 suspensions	14 suspensions

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School wide implementation of PBIS strategies and rewards during non-structured times such as lunch recess to reduce suspensions as a result of discipline and to maintain a safe environment. Counselors will host monthly Lunch Time Activities (LTAs) in the 2022-2023 school year for students who have not received any discipline referrals, in-school suspensions, or out of school suspensions. LTAs can include games and activities such as music or crafts.

LTAs will also help decrease our absenteeism rate as students will have more activities to look forward to at school.

Counselors will collaborate with administrators (12303421) during non-contractual time for additional compensation.
2 Counselors X 30 hours X \$60 = \$3,600 (LCFF)

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)
\$3600	23030 - LCFF (Site)

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fillmore implemented a Restorative Practices / Reflection Room in the 2021-2022 school year fully for students to have access to space to recollect themselves and have an opportunity to reflect on and accept accountability for their behavior as a way to de-escalate potential further behaviors that could potentially result in disciplinary measures such as in-school suspension(s) and/or out-of-school suspension(s).

Fillmore will support professional development in Restorative Practices when training is available. Should monies become available, Fillmore will use funds for additional compensation to teachers, counselors, and administrators during non-contractual time to deepen the knowledge and practice of Restorative Practices.

Teachers will submit classroom management plans for the grade level. Should a student be sent out to a "buddy teacher" for a time-out, that student is accountable for reflecting. If the student requires more than a one time-out with the "buddy teacher," students will complete reflection sheets. As a part of classroom management plan, teachers can send disruptive and defiant students (for non-violent offenses) to a "buddy teacher" under the following criteria:

- *K-3 students are with the buddy teacher for no more than 20 minutes before they're sent back to homeroom
- *4-6 students are with the buddy teacher for no more than 45 minutes before they're sent back to homeroom
- *7-8 students are with the buddy teacher for no more than one class period (not to overlap) before they're sent back to homeroom

If the student returns to their homeroom and continues defiant and disruptive behavior(s), the student can be sent to Restorative Practices / Reflection Room (Room 3). While in the RP/Reflection Room, students will have to complete an appropriate PBIS reflection sheet (district provided in PBIS toolkit) that has been tailored to Fillmore's needs.

Duplicating (Object Code 57150):
Title I Funds: \$500

Students will return to class when ready and parents will be notified of intervention(s) that took place. Continued defiance will result in parent / teacher conference.

Room 3 will be facilitated by CSA, counselors, administration, etc. on a rotating basis (depending on schedules).

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)
\$500	50643 - Title I

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Fillmore will implement restorative circles in classrooms in the 2021-2022 school year to build community and camaraderie amongst students and teachers. Initially, to develop classroom communities, teachers will implement Restorative Circles in their classrooms as modeled by counselors and administration. This first step will involve students learning about each other's commonalities. To prevent "small" issues from escalating, teachers will implement Restorative Circles in their classrooms as modeled by counselors and administration. This will be beneficial to the whole class as it will build community in the classrooms. Restorative Practices will also help students solve issues they may have with their classmates and peers.

Teachers will be provided with Restorative Questions I (to respond to challenging behavior):

- *What happened?
- *What were you thinking of at the time?
- *What have you thought about since?
- *Who has been affected by what you have done? In what way?
- *What do you think you need to do to make things right?

Teachers will be provided with Restorative Questions II (to help those harmed by others' actions):

- *What did you think when you realized what had happened?
- *What impact has this incident had on you and others?
- *What has been the hardest thing for you?
- *What do you think needs to happen to make things right?

In addition, teachers will practice STOIC as presented by Safe & Civil Schools in order to continue positive behaviors with students. STOIC:

- S-Structure/Organize the classroom and school setting in ways that promote responsible student behavior
- T-Teach students how to behave responsibly in the classroom, common areas, and situations
- O-Observe/Monitor student behavior by physically circulating and visually scanning to supervise
- I-Interact positively with student by giving specific descriptive feedback on student behaviors maintaining a high ratio of positive to corrective interactions
- C-Correct irresponsible behavior fluently, briefly, calmly, and consistently in a manner that does not interrupt the flow of instruction

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)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement lunchtime detentions

In an effort to correct student behaviors, lunchtime detentions will be held by teachers (of their own volition) or by administration. Students will lose the privilege of their lunch recesses for poor choices. Should these poor choices start a pattern, parents will be invited for parent-teacher and/or parent-administrator conferences.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Unfortunately, the pandemic and COVID-19 continues to wreak havoc amongst our teachers and students' attendance. Chronic absenteeism was exacerbated by positive COVID-19 tests and exposures at the beginning of the school year due to local, state, and national guidelines in place at the time. Fillmore students who have opted to attend school virtually have contributed to our school's ongoing absenteeism rate.

The Counseling Team at Fillmore have done a tremendous job in presenting social lessons to students, Grades K-8. Further, PBIS is being embraced throughout our school as teachers are teaching students of the intrinsic value of positive behaviors. Students have had the ability to enjoy PBIS activities within their grade levels and life-level spans.

From time to time, teachers do utilize the "buddy system" for non-violent infractions within their classrooms. Students who cannot correct their behavior are escorted to the Restorative Room where they need to reflect on their behaviors as to how they ended in the Restorative Room. Students aren't going to the Restorative Room as a "break" for themselves or their classroom teachers. We want students to think about their conduct and their actions. Students are given time to think about how they could conduct themselves differently in the future.

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

The "buddy system" we have established amongst teachers is a good support network for our students and our teachers as more staff members are becoming familiar with students outside of their own rosters. It was difficult to plan for PBIS activities at the beginning of the school year due to dozens of students absent at the same time due to COVID-19 positive test results and exposure increasing the numbers of students who are chronically absent. Further, Fillmore students enrolled in Virtual Academy did not attend sessions dutifully contributing to the already high number of chronic absenteeism. Teachers too were absent for positive test results and exposure.

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

The strategies will remain the same.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 2023, Fillmore will increase school wide Family Engagement events from two events to five events.

Identified Need

How do we rebuild our parental participation as it was prior to COVID?

Our chronic absenteeism rate has increased exponentially since transitioning to distance learning. Now that we are back on site for teaching and learning, chronic absenteeism continues to increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Family events	2 events	5 events

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

Strategy/Activity 3.1.1

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 opportunities to advocate for their students and programming on campus with meetings soliciting their comments and concerns. The school would need to hold parent conferences with parents whose child is not making progress in academics.

For parents who cite child care as an obstacle for attending meetings and events at school, we will create a PA in order to provide additional compensation for our classified employees to provide supervision during meetings.

Classified Staff Additional Comp Pay Calculation (Object Code varies based on position):

5 classified staff X 15 hours X \$50 rate of pay = \$3,750 total cost - LCFF

*classified staff can include noon-duty supervisors (off duty), instructional assistants (off duty), campus security assistant (off duty)

Parent Meeting (Object Code 43400):

Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. will be provided at Parent Meetings to support parent engagement activities while using various strategies such as gallery walks and action walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents, simulating how their students learn.

Title I funds: \$3,501 allocated

Community Assistant (Object Code 29101):

In the Autumn 2019, Fillmore was able to select and hire a Community Assistant. The Community Assistant reaches out to parents regarding student attendance (especially with our chronically absent students), informs parents of events happening on campus, cold calls community agencies to partner with or donate resources to Fillmore, and makes home visits to provide necessary information to families if needed. For our Attendance Rally that occurred on February 28, 2020, our Community Assistant was able to secure a donation of 50 Fillmore logo baseball caps to reward students with good attendance. The Community Assistant was securing a donation for costumes and shoes for our Ballet Folklorico dance troupe (after school program) but COVID-19 disrupted that connection. During distance learning, CA was able to help troubleshoot internet connectivity and accessibility issues.

Title I funds: \$13,302

Non-Instructional Materials (Object Code 43200):

Materials for parent and student involvement activities including non-instructional materials for events such as Literacy Night, STEM/PLTW Night, and AVID Open-House. These materials are essential to provide hands-on activities for our families to learn together and expand our community of learning.

Title I funds: \$982 allocated

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)
\$3750	23030 - LCFF (Site)

\$3501	50647 - Title I - Parent
\$13302	50643 - Title I
\$982	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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.

For the 21-22 school year, Fillmore's Community Assistant continues to be an invaluable part of our support staff team to help engage our Hispanic families that make up roughly 87% of our population. He participated in ELAC, PTA, IEP, and SST meetings throughout the year. The Community Assistant helped get our parents connected through assistance with ParentVue, Zoom, Google Classroom, and Class Dojo. If teachers needed and preplanned parent/teacher meetings, our Community Assistant made himself available with prior notice. He was our resident technology expert on campus with helping families, including those enrolled in Virtual Academy, troubleshoot issues with Chromebooks and hotspots. Our Community Assistants engages with our parents during Parent Coffee Hour / ELAC / PTA meetings. He has already scheduled outside agencies to present to families in the 2022-2023 school year. He has solicited donations from local businesses to help fund our student incentives (store bought and individually wrapped foodstuffs) and manual garden tools for our upcoming garden projects, including dirt and seedlings.

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

There are many changes to the expected expenditures for Goal 3, Strategy/Activity 1.

Parent Meetings- We were unable to host parents on site, due to local, state, and national guidelines during Covid-19 restrictions:

\$1,500 total cost - LCFF

Title I funds: \$3,576 allocated will be reallocated to purchasing more parent resources for the Fillmore Parents and Families Library

Title I funds: \$982 allocated will be reallocated to providing additional compensation for Community Assistant

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.

Due to Bilingual Assistants being funded by the central office, Fillmore would like to fund more hours for the Community Assistant.

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	\$191379
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$372179

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 (\$)
50643 - Title I	\$187878
50647 - Title I - Parent	\$3501

Subtotal of additional federal funds included for this school: \$191379

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 (\$)
23030 - LCFF (Site)	\$180800
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$180800

Total of federal, state, and/or local funds for this school: \$372179