

The School Plan for Student Achievement

School: Valley View Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Rick Drew
Revision Date: October 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Valley View Community School's Vision and Mission Statements

Our vision is Working Together to Support Learning

The dedicated staff of Valley View Community School supports learning that ensures all children an equal opportunity to achieve academic excellence through high quality, standards-based instruction in a safe and secure, nurturing learning environment. Learning is supported through appropriate allocation and monitoring of fiscal resources to best prepare students to work and function in a diverse, technologically dynamic world. Personnel are committed to work collaboratively toward these goals through positive interaction and communication with students, parents, community members and fellow staff, maintaining our positive and unique "family feeling."

School Profile

Valley View's staff and parents believe children are our most valued resource. At Valley View we prepare our students to become life-long learners and leaders of the future. It is our school's mission to provide a coordinated educational program which allows all students an equal opportunity to achieve their full potential through a quality, balanced education with standards of excellence that are research based and applied with consistency and fairness to all. We are committed to providing our students with a secure climate in which to learn and to prepare them to work and function in the world of tomorrow. Valley View is located in the Santa Clarita Valley, approximately 35 miles northeast of Los Angeles. The campus sits on a hillside overlooking the surrounding single-family homes and is the center of community in our neighborhood. A visit to Valley View reveals an environment that has high expectations, a strong focus on character traits, and a sense of teamwork. Our outstanding staff has always been on the forefront of implementing best practices in all instructional areas. In May 2018, Valley View Community School earned the "2018 California Distinguished School Recognition Award." In April of 2017, Valley View School community completed an approximately \$17.2 million school wide facilities improvement project. There are two large projects which were prioritized in this order: (1) New construction of a ~ 33,000 square foot, two story building to house our Special Education student classrooms and facilities on the ground floor, a new Library at the center, and General Education student classrooms for 3rd, 4th, 5th, & 6th grade student classrooms on the second story level; and, (2) ~3,000 square feet expansion of Main Building to provide a Staff Lounge and restroom facilities (lost to demolition of the 45 year old Annex building). Project 1 was completed during the summer of 2016 and our new building was dedicated to "TOMMYE D. WARNER" on September 9, 2016. Valley View is a school wide Title One school currently educating 595 students in twenty-one (21) regular education classes, and 63 Severely Handicapped students in 6 Special Day Classes (including 4X Pre-Kindergarten), Transitional Kindergarten through 6th grade. The support staff includes two Speech and Language Pathologists, a Resource Specialist Teacher, two School Psychologists: one focused on Sp. Ed. students identified from general education population, a second School Psychologist (focused on Sp.Ed. SH students' needs, Adaptive P .E. Teachers, and Occupational Therapists. The school attendance boundaries include a wide spectrum of single-family homes, condominiums, and high density, low-income apartments. Valley View is an ethnically diverse school with 58 percent Hispanic students, 23 percent White students, 8 percent African American students, 6 percent Asian and 5 percent students from other ethnic backgrounds. The school is linguistically diverse ,as well, with 42 percent of students identified as English Language Learners. Although, Spanish is the dominant nonEnglish home language, there are 13 different home languages represented. Currently 58 percent of students participate in the Free/Reduced Lunch Program administered by the Santa Clarita Valley Food Services Agency. Information from the demographic data indicate that ~90.0 percent of Valley View's parents graduated from high school or college, while 10.0 percent of the parents did not graduate from high school. The Regional Severely Handicapped Special Education classes are geared towards students with orthopedic impairments, multiple disabilities and other health impairments. Our regional program serves students from all four elementary school districts (Castaic, Newhall, Saugus & Sulphur Springs) in the Santa Clarita Valley. The majority of these students are medically fragile. Our special needs students integrate and mainstream with our regular education students on a daily basis. This "single school culture" is a point of pride for our school community and district. Our Regional and Regular Education Teachers team together for the benefit of all students. Also on campus is the California Children's Services (CCS) this is a Medical Therapy Unit that provides physical therapy and occupational therapy services to children who reside throughout the Santa Clarita Valley from birth to age 21. CCS serves approximately 120 individuals; including a large number of our special education students. Each year Valley View's staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, District Common Assessment data, survey results and input provided by teachers, parents, and school committees such as E.L.A.C. (English Language Advisory Committee), and the School Site Council (SSC) along with our teacher Leadership Team monitors and updates the School Plan for improving Student Achievement (SPSA) and identifies program goals for school academic improvement that will ensure that every child will achieve to his/her full potential.

While Valley View strives to continually improve achievement in all curricular areas, school improvement goals for 2017-2018 will focus on increasing the percentage of students who demonstrate proficiency in English Language Arts by improving students' proficiency in Reading Comprehension and English Language Development, and increasing the percentage of students who demonstrate proficiency in math. Actions that support the school's goal of continually improving the overall educational experience at Valley View:

- Providing a challenging and interesting course of study that is aligned to the California Standards and Sulphur Springs School District guidelines.
- Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.
- Promoting continued educational growth for students, parents, and staff that create a community of lifelong learners.
- Promoting a safe and orderly learning environment.
- Creating and maintaining positive, effective communication between home, school and the community.
- Providing regular, monitored homework that allows children to practice what they have learned in the classroom.
- Use of a Professional Learning Community (PLC) structure to ensure high levels of learning for all students by increasing the school's culture of collaboration and focusing on results as the measure of our effectiveness.

Progress toward Valley View's goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams will meet at least once a month to review individual and group achievement data during RtII Grade Level Collaboration time and CCM Time (each Monday for TK & SDCs) and (each Tuesday for K - 6th grade teams). Grade levels report progress to the site administrators, which is shared with the Instructional Leadership Team, ELAC and the SSC. SPSA monitoring comments will be added throughout the year based on input from staff, ELAC and the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year. Assessment results are made available to parents and stakeholders in the following ways:

- STAR Science scores are mailed home for 5th Grade students
- ELPAC scores and Title III Annual Parent Notifications are mailed home
- Test scores and AR are discussed during parent conferences
- Parent information sessions and committee meetings are available to discuss information
- Single Plan for Student Achievement (SPSA)
- At each SSC meeting planned activities and policies are reviewed to ensure student success and activities of our ELAC are reported and discussed.
- Leadership Team meetings are focused on implementation of effective key strategies and programs.
- A minimum of one staff meeting per month is dedicated to GLC (Grade Level Collaboration) & RtII (Response to Instruction & Intervention) collaborative grade level planning to evaluate assessment results and discuss and plan best practices for student achievement.

In order to engage parents/guardians positively in their children's education during 2018-2019, Valley View's staff will:

- Inform parents/guardians that their involvement is important to their children's success in school
- Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities
- Help parents/guardians develop strategies to help their children with learning at home to improve their academic success
- Help parents/guardians to develop parenting skills and provide home environments that support success in school and society
- Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups Valley View offers many activities that support the school's Parent Involvement. Parents are encouraged to join and participate with our VV PTA, to provide parent leadership for our PTA, SSC, and ELAC and participation in DELAC; and, to attend meetings at the school. Meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school. Adult ESL class is offered within our district on select evenings. Adult ESL classes are offered free of charge. Parents receive flyers informing them about locations and hours of CBET classes at least twice annually. Evening activities include: "Make & Take" Kindergarten evening workshops, VVPTA Family Art Night, S.T.E.A.M. Night, SBA Super Stars Celebration, Accelerated Reader incentive program; and, parent involvement opportunities offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child, and are offered in both English and Spanish.

A growing number of dedicated parents make up the School PTA. The PTA provides fun-filled family events and supports our school's programs such as our VVPTA sponsored school wide bus field trips, school assemblies, Red Ribbon Week, and family activities. Valley View continues to focus on technology-based instruction to help with students diverse needs. Every general education classroom teacher has the use of a laptop computer, a teacher iPad and a new SMARTBoard for providing students "in depth" instruction (two SMARTBoards for General Education classrooms with 25+ students). Teachers have on-going district training on the instructional technology within their classroom. In addition, classroom computers have been upgraded to support new programs and provide access to AR quizzes and STAR reading and math tests and Benchmark Advance ELA & ELD adoption 2017-18. The school's Computer Lab is

equipped with 40 computers (new as of January 2014) in addition to a teacher station. Primary and Upper grade students make weekly visits to the lab to work on projects. Additionally, this year, we will continue to add new technology (class sets of Chrome books) to classrooms to enhance instruction. School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments and celebrated for demonstrating outstanding character and achievement. Dedicated staff, students, parents and volunteers make Valley View a special school with high expectations and a caring school community spirit.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The survey of staff, parents, and students occur every spring across the district. The surveys provide information on instruction, safety, communication, and programs. The site utilizes the survey to monitor programs, make needed changes, and/or continue systems that are successfully implemented.

Classroom Observations

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

In addition to formal observations of teachers, the site principal, walks through classrooms to support teachers in standards implementation, classroom management, and monitoring of programs. Administrator and teachers work collaboratively to ensure that effective instruction is implemented to support student achievement (both academically and socially).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The District uses the data from both State and local assessments to modify instruction and improve student achievement. The District has purchased a District-wide Data program which allows administrators and teachers to review school-wide data, classroom data, and individual student data (for both State and local assessments). Access to an on-line data system allows for immediate access to students' data, thus offering efficiency in student placement in intervention and/or enrichment programs, as well as an easy way to communicate progress to parents.

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

The teachers and administrator(s) monitor student progress on curriculum-embedded assessments, and formative assessments on a weekly or monthly basis (depending on the assessment). Based on the data analysis, students are placed in the needed intervention and/or enrichment programs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired, and future hired teachers meet the highly qualified teacher requirements. The District currently has 100% highly qualified teachers.

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

The District currently has a sufficiency of credentialed teachers. Each teacher in the district has the required professional development hours to support the SBE-adopted curriculum. Teachers and administrators continue to receive professional development in the California State Standards, and the English Language Development standards.

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

All staff development in the district centers on the Board approved Local Control Accountability Plan (LCAP), Local Education Agency Plan Addendum, and the SSUSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the district diagnostic data, new adoptions, and staff input. A major thrust has been on implementing and understanding the standards in the core curriculum, data from student assessment, adoption cycle, new programs, state and federal mandates, and other professional needs aimed at supporting all teachers from the brand new to the experienced. During the 2018 - 2019 school year, all professional development opportunities will support the goals of increasing proficiency in Language Arts, Reading Comprehension, Math, English Language Development, California Common Core State Standards Implementation, Next Generation Science Standards (NGSS) implementation, and Technology Integration. Both the district and the school site provide opportunities for teachers to attend workshops and conferences offsite. Teachers who attend bring back knowledge that is shared with teachers at the school and across the district. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The district and site identifies consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. The district will continue to provide targeted professional development for all administrators and teachers. The goal will be to focus on English Language Arts textbook adoption, close reading, English Language Arts Development (ELD), common formative assessment creation, Next Generation Science Standards (NGSS) implementation, and the continued implementation with fidelity of the Math Expressions curriculum. A committee of teachers and administrators will work throughout the year to provide direction in California Common Core State Standards, best practices, resources, materials, and professional development. One Teacher on Special Assignment (TOSA) assists with implementation of Instructional Technology. An EL Program Coordinator supports EL instruction and Professional Development. Two Teachers on Special Assignment (TOSAs) serve as Instructional Coaches.

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

Both the district office and the site provides professional development to teachers during the summer months and throughout the year, specifically on the California Common Core State Standards, and English Language Development. The site utilizes teacher experts and district Teachers on Special Assignment to provide staff with further support, as needed. Additionally, the LCAP has allocated funds to support staff in the focus professional development areas for the district.

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

Each teacher in the District participates in the District's Early Release Tuesday scheduled meetings. During this time, teachers collaborate to develop lessons, review data, create formative assessments, and design interventions for students. The site also uses funding to support "Cultivating Creative Minds" - CCM's enrichment program which allows teachers time to collaborate an additional day during the week.

Teaching and Learning

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

All core curricular areas have standards aligned textbooks from the state adoption list. The school is Williams compliant on these core textbooks. For this school year, each grade level follows pacing guides for English/Language Arts and Mathematics series. These pacing guides will be updated annually. All curricular efforts, from textbook adoption to student activity programs, have been focused on aligning curriculum and instruction to the content standards. Progress is measured through the District Benchmark Assessments administered in the fall, winter, and then at the end of the year, as well as teacher made and textbook assessments. Teachers have been provided copies of the frameworks in mathematics and English/language arts and have had many inservices concentrating on the California Common Core State Standards. Parents are provided information regarding standards at the beginning of each school year and at Back-to-School Night each fall. Sulphur Springs Union School District has a California Common Core Aligned Report Card in grades TK–6. Everything that teachers are teaching, assessing, and evaluating, and everything that students are learning is based on and is in alignment with the California Common Core State Standards.

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

The school implements the recommended number of minutes per day for Reading Language Arts and Mathematics. With the implementation of the California Common Core State Standards, teachers integrate subject matters to make learning applicable to college and career ready. Classroom schedules are provided to the principal at the beginning of each school year. Additionally, classroom programs are communicated to parents at Back to School Night.

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

The site has a school-wide intervention plan, which provides students with needed interventions (in either English Language Arts or Math) through in-school intervention time and/or before/after school intervention time. Students are selected based on data. Site funds are allocated to specific programs and materials, as needed.

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

All materials purchased are aligned to the California state content standards and new materials are aligned to the California Common Core State Standards. This includes state approved textbooks and other supplementary materials. Materials have been purchased by the district and by the school to meet the needs of all student groups at varying achievement levels: at risk/intensive and strategic, on grade level/ benchmark, and enrichment. Teachers have participated training on using assessment data, effective instructional strategies, and best practices that will provide them accurate information about the proficiency levels of their students and the most effective strategies to meet individual needs. Staff development at the school and district level has provided teachers with the necessary tools to meet the needs of all students. Teachers have multiple opportunities throughout the year during Professional Development Tuesdays and release days to analyze student test data and plan for effective instruction. Current textbooks are aligned with the CA content standards for history/social science, science, math, and language arts. The report card has also been aligned to the California Content Standards for each grade level. Science textbooks were adopted in 2008-2009. History/Social Science textbooks adopted in 2007-2008. The district adoption committee selected the Math Expressions program, which teachers started implementing in 2014-2015. The district and school have used various supplemental resources (Title I, Title III) during the past several years to provide a more consistent and more effective program that helps English Learners across the district meet ELD and ELA standards. The district adoption committee selected the Benchmark Advance ELA and ELD series, which teachers started implementing with the intended design for the 2017 - 2018 school year.

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

The District utilizes SBE-adopted materials, supplemental materials, and the new ELA/ELD adoption to support the California State Standards.

Opportunity and Equal Educational Access

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

Services are provided through both centralized and site-based funds to help underperforming students meet standards. Centralized and site funds are used to supplement professional development activities that support underachieving students in all student subgroups, services to English learners, intervention programs, standards-based instructional alignment and student assessment, and parent involvement activities.

14. Research-based educational practices to raise student achievement

The site utilizes research-based educational practices to support students in gaining grade-level proficiency, as demonstrated through district and state assessments. Teachers and administrators utilize data to drive instruction, and receive professional development in instructional areas needed to support the California Common Core State Standards. Additionally, the district provides supplemental materials to support the new standards and/or has adopted curriculum that supports the California State Standards. Teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in instructional programs.

Parental Involvement

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

The site has a variety of resources to support under achieving students, including intervention programs, counseling services, parent information meetings, professional development for staff, and social-emotional goals, all of which are outlined in the school's Single Plan for Student Achievement. The site partners with the students' families to ensure a partnership to support student progress.

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

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through School Site Council. School Site Council establishes, plans, and reviews the Single Plan for Student Achievement annually. Additionally, the principal (or designee) provides information and elicits input from parents during English Language Advisory (ELAC) meetings, PTA meetings, and general school-information meetings.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and Site categorical funds are used to supplement professional development activities that support underachieving students in all student subgroups, services to English learners, intervention programs, standards-based instructional alignment and student assessment, and parent involvement activities.

18. Fiscal support (EPC)

The site receives both Local Control Funding Formula (LCFF) monies which include Base, Concentration/Supplemental funding. Additionally, the site receives monies from various grants. Due to the number of students who qualify for free/reduced lunch, the site also receives Title I funding. The site also receives the support from PTA to fund various activities. The site uses the allocated monies to support program implementation and student services.

Description of Barriers and Related School Goals

- Because our school district received State data of student performance for the 2014-15 results, 2015-16 results, 2016-17 results, and now, the 2017-18 results Valley View School has sequential data and our goals are based on four years' worth of data and analysis.
- One population of students which continues to grow at Valley View are our English Learners. Our staff is continually working to ensure that the EL students receive access to core instruction, and that their parents are able to access resources to support their children.
- Although support for numerous opportunities for positive socio-emotional achievement is provided through the LCAP, Valley View School continues to need to further develop and grow our community relationships and partnerships to ensure that students have an opportunity to access necessary resources in our community.
- Due to our high percentage of working parents, Valley View School needs to continue to address, with fresh and creative strategies, the improved/positive growth of parent attendance and participation in "parent leadership" groups and school supported events.
- With our continued implementation of our RTII (Response To Instruction & Intervention), and the use of a single Intervention Teacher On Special Assignment (T.O.S.A.), a large amount of the site funds will be required to support intervention in ELA based on our State assessment data; therefore: the site needs to plan very conservatively and efficiently in other reduced budget areas.

School and Student Performance Data

SBA Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	71	77	75	69	76	74	69	76	97.4	97.2	98.7
Grade 4	68	80	69	68	78	68	68	78	68	100	97.5	98.6
Grade 5	69	64	83	67	64	83	67	64	83	97.1	100	100
Grade 6	70	71	73	69	71	73	69	71	73	98.6	100	100
All Grades	284	286	302	279	282	300	278	282	300	98.2	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2476.4	2481.7	2499.5	47	52.17	53.95	24	26.09	26.32	22	10.14	13.16	7	11.59	6.58
Grade 4	2491.4	2486.2	2489.4	29	26.92	33.82	35	30.77	29.41	21	24.36	13.24	15	17.95	23.53
Grade 5	2498.0	2509.4	2507.4	19	17.19	18.07	34	40.63	32.53	18	25.00	27.71	28	17.19	21.69
Grade 6	2559.6	2545.4	2566.6	20	21.13	27.40	41	42.25	43.84	33	22.54	16.44	6	14.08	12.33
All Grades	N/A	N/A	N/A	29	29.43	33.00	33	34.75	33.00	23	20.57	18.00	14	15.25	16.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	27	34.78	40.79	51	49.28	48.68	22	15.94	10.53	
Grade 4	22	32.05	26.47	62	42.31	52.94	16	25.64	20.59	
Grade 5	22	25.00	28.92	45	53.13	43.37	33	21.88	27.71	
Grade 6	23	21.13	42.47	55	54.93	34.25	22	23.94	23.29	
All Grades	24	28.37	34.67	53	49.65	44.67	23	21.99	20.67	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	52.94	52.63	41	35.29	40.79	4	11.76	6.58
Grade 4	35	29.49	33.82	51	56.41	39.71	13	14.10	26.47
Grade 5	24	36.51	33.73	52	49.21	44.58	24	14.29	21.69
Grade 6	19	23.94	28.77	72	64.79	56.16	9	11.27	15.07
All Grades	34	35.36	37.33	54	51.79	45.33	12	12.86	17.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	23.19	40.79	69	66.67	51.32	7	10.14	7.89
Grade 4	19	20.51	26.47	68	69.23	60.29	13	10.26	13.24
Grade 5	18	15.63	18.07	57	65.63	62.65	25	18.75	19.28
Grade 6	14	16.90	21.92	72	69.01	67.12	13	14.08	10.96
All Grades	19	19.15	26.67	67	67.73	60.33	14	13.12	13.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	63.77	73.68	47	24.64	23.68	7	11.59	2.63
Grade 4	29	35.90	35.29	60	47.44	51.47	10	16.67	13.24
Grade 5	31	29.69	27.71	46	53.13	54.22	22	17.19	18.07
Grade 6	46	39.44	46.58	48	42.25	47.95	6	18.31	5.48
All Grades	38	42.20	45.67	50	41.84	44.33	11	15.96	10.00

Conclusions based on this data:

1. Valley View students' Overall Achievement for All Students' ELA/Literacy scores continued a three year trend of positive increases in Standard Exceeded with 33%
2. The number of students from "Standard Nearly Met" continued to decline for a third year (from 23% to 18%).
3. For the Reading claim Valley View 3rd grade students' Above Standard continued to increase - six points (starting from 27% in 2015-16 to 34.78% in 2016-17 and 40.79% in 2017-18).

School and Student Performance Data

SBA Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	71	77	73	68	74	73	68	74	97.3	95.8	96.1
Grade 4	68	80	69	68	80	69	68	80	69	100	100	100
Grade 5	69	64	83	68	64	83	68	64	83	98.6	100	100
Grade 6	70	71	73	69	71	73	68	71	73	98.6	100	100
All Grades	282	286	302	278	283	299	277	283	299	98.6	99	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2503.1	2511.7	2505.5	49	54.41	56.76	32	33.82	25.68	11	8.82	9.46	8	2.94	8.11
Grade 4	2489.3	2485.4	2495.1	18	21.25	23.19	37	27.50	28.99	35	38.75	33.33	10	12.50	14.49
Grade 5	2476.0	2506.8	2499.2	9	26.56	20.48	22	17.19	16.87	29	20.31	32.53	40	35.94	30.12
Grade 6	2529.0	2548.5	2555.9	22	19.72	27.40	18	30.99	27.40	28	29.58	27.40	32	19.72	17.81
All Grades	N/A	N/A	N/A	25	30.04	31.77	27	27.56	24.41	26	25.09	25.75	22	17.31	18.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	69.12	68.92	25	25.00	21.62	7	5.88	9.46
Grade 4	31	36.25	42.03	49	35.00	31.88	21	28.75	26.09
Grade 5	18	26.56	24.10	37	31.25	24.10	46	42.19	51.81
Grade 6	31	33.80	34.25	29	40.85	42.47	40	25.35	23.29
All Grades	38	41.34	41.81	35	33.22	29.77	28	25.44	28.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	57.35	55.41	45	39.71	32.43	7	2.94	12.16
Grade 4	25	20.00	26.09	51	56.25	47.83	24	23.75	26.09
Grade 5	7	23.44	25.30	51	45.31	46.99	41	31.25	27.71
Grade 6	24	16.90	27.40	40	54.93	43.84	37	28.17	28.77
All Grades	26	28.98	33.44	47	49.47	42.81	27	21.55	23.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	60	73.53	67.57	33	23.53	24.32	7	2.94	8.11
Grade 4	26	23.75	33.33	56	51.25	44.93	18	25.00	21.74
Grade 5	9	17.19	18.07	43	57.81	51.81	49	25.00	30.12
Grade 6	16	26.76	28.77	59	40.85	46.58	25	32.39	24.66
All Grades	29	34.98	36.45	47	43.46	42.14	24	21.55	21.40

Conclusions based on this data:

1. Valley View's Overall Achievement for All Students' Mathematics scores continued positive increases in Standard Exceeded (2015-16 = 25%/ 2016-17 = 30.04%/ 2017-18 = 31.77%).
2. All Students' Mathematics scores decreased in Standard Nearly Met (from 2015-16 = 27% to 2017-18 = 24.41%).
3. 82.44% of Valley View 3rd grade students scored in Standard Exceeded or Standard Met with 56.76% in Standard Exceeded.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4	29.7	7.8
7			
9			

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement and Involvement
LEA GOAL: Effective teaching and administration
LCAP GOAL: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal: Attendance; Staff meetings, SSC, ELAC, PTA Meetings, Leadership Meetings, Classified Staff Meetings: sign-in sheets, agendas and minutes; Attendance for counseling sessions, Data from safety walks, monthly safety drills, Williams Compliance Quarterly Report, and LCAP Survey results.
Findings from the Analysis of this Data: Average attendance was 94.46%, 30 students participated in counseling; 11 monthly safety drills were conducted; 3% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report
How the School will Evaluate the Progress of this Goal: Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys
Strategy: 1. Hire and retain highly qualified staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize highly qualified staff.	August 2018 to June 2019	District	No cost		0
B. Provide information to teachers on Professional Development offered by our district.	August 2018 to June 2019	District Principal Instructional Leadership Team (grade level leaders)	No cost		0
C. Provide Professional Development to teachers based on site surveys during P.D.T. (Professional Development Tuesdays) and CCM (Cultivating Creative Minds - grade level team planning and collaboration time) to support core instruction and further student learning.	August 2018 to June 2019	Principal Instructional Leadership Team (grade level leaders) Curriculum Council Representatives (Primary & Upper)	No cost		0
D. Provide Site Mentors to new teachers.	August 2018 to June 2019	Principal Teacher Site Mentors (3X Teachers)	Substitute Release - six 1/2 Days	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration LCFF-Supplemental/Conce ntration 420 89.34

Strategy:

2. Provide dedicated Staff Professional Development time, three full days (3X Days) to disseminate district initiatives that support targeted subgroups. Two full days (2X Days) and four MINIMUM Days for Parent Engagement; and, one-day and five MINIMUM Days for Teacher Planning Time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize dedicated staff professional development time to disseminate district initiatives that support targeted subgroups.	August 2018 to June 2019	District	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
B. Provide teachers time during P.D.T. to complete Staff PD Survey	May 2019	Principal Instructional Leadership Team Teachers	No cost		0

Strategy:

3. Provide instructional textbook materials for TK, K - 6th grades that are standards aligned in all subject areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Utilize instructional textbook materials for TK-6th grade that are standards aligned in all subject areas.	August 2018 to June 2019	District	No cost		0

Strategy:

4. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Provide materials and supplies as needed for supporting universal access to core instruction.	August 2018 to June 2019	Principal	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base 6718

Strategy:

5. Implement district maintenance plan to repair and maintain facilities and play areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Maintain safe playgrounds and classrooms in good repair by completing Monthly Safety Walks.	August 2018 to June 2019	Principal Day Custodian M & O - Head	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Purchase safety cones and signs for Valet Lane & Bus Loops	August 2018 to June 2019	Principal Day Custodian Office Manager Office Assistant	Cones/ Signs	4000-4999: Books And Supplies	LCFF-Base	1000
C. Maintain facilities in office for safety reasons	August 2018 to June 2019	Principal Office Manager Office Assistant	Office materials and supplies	4000-4999: Books And Supplies	LCFF-Base	3500

Strategy:

6. Maintain yard supervision at all sites and provide yard supervisor training and review safety handbook.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Classified Staff will participate in District required trainings.	August 2018 to June 2019	Principal	Utilize MINIMUM Days for meetings and trainings	Extra Duty Hours	LCFF-Base	0
				2000-2999: Classified Personnel Salaries	LCFF-Base	500
				3000-3999: Employee Benefits	LCFF-Base	150
B. Provide Noon Supervisor schedule	August 2018 to June 2019	Principal	No cost			0
C. Noon Supervisors will participate in monthly Noon Supervisors Meetings to develop better practices.	August 2018 to June 2019	Principal	Utilize MINIMUM Days for meetings and trainings			0

Strategy:

7. Conduct annual safety drills at all school sites and District Office.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Conduct Monthly Drills including; "3-N-1" (lockdown/ drop & cover, fire evacuation).	August 2018 to June 2019	Principal Day Custodian Office Manager Office Assistants Teachers	No cost		0

Strategy:

8. Continue to provide annual mandatory training to District and School Site Staff (sexual harassment/ child abuse/ technology/ Foster Youth, etc...)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide trainings during P.D.D.s (Professional Development Days) and P.D.T. (Professional Development Tuesdays) to meet the District and State requirements.	August 2017 to June 2018	District Principal Instructional Leadership Team Certificated Staff Classified Staff	Extra Duty Hours for Classified Staff	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	390 115.13

Strategy:

9. Regularly monitor attendance of all students, especially unduplicated student populations; and, provide site based and District wide incentives (e.g. banners/ certificates/ special assemblies to increase attendance and better support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. October will be adopted as "Perfect Attendance Month."	September - October 2018	Principal Teachers	Bus Fees	5000-5999: Services And Other Operating Expenditures	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Provide Monthly Attendance incentives and recognition program.	August 2017 to June 2018	Principal Teachers	Food Certificates/ Weekly & Monthly prizes/ Primary & Upper grades "Super Trophy"	4000-4999: Books And Supplies	LCFF-Base	1000

Strategy:

10. Utilize transportation to and from school for unduplicated student population living outside allowable zone to walk to school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Support District's positive bus conduct program "Bus Bucks" (students redeem 4 or more earned Bus Bucks each Friday).	August 2017 to June 2018	District Principal	No cost		District Funded	0

Strategy:

11. Utilize custodial supervisor and custodians to support with maintenance of facilities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase custodial supplies	August 2017 to June 2018	District Principal Office Manager Office Assistant Day Custodians	Supplies	4000-4999: Books And Supplies	LCFF-Base	6500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
LCAP GOAL:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
SCHOOL GOAL #2:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. Increase all student achievement in ELA and Math by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. Transitional Kindergarten: For the 2018-19 school year, 100% of students will show progress toward proficiency on their TK Portfolio score in Math. Portfolios will be reviewed every trimester. Kindergarten: For the 2018-19 school year, 100% of students will know and apply grade level phonics and word analysis skills in decoding works in both isolation and in text. 1st Grade: For the 2018-19 school year, 100% of students will demonstrate a 1.0 rating on STAR Math. 2nd Grade: For the 2018-19 school year, 100% of students will demonstrate a 2.0 rating on the STAR Math. 3rd - 6th Grades: For the 2018-19 school year, the percentage of students in the "Met" and "Exceeded" performance levels of the SBA will be increased by 10% and the percentage of students who "Nearly Met" and "Not met" will be decreased by 10% as indicated on the 2019 SBA (these students will ALL move to the next higher performance level).

Data Used to Form this Goal:

CAASPP Results, STAR Reading Assessments, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

District Benchmarks results (grades K - 6th)

- Unit Assessments (grades K-6th) or Unit Cycle Assessments (CFA) (grades TK - 6th)
- Portfolio Assessments (grades TK - 2nd)
- STAR Math assessment results (grades 1st - 6th)
- Teacher-made/publisher tests (grades K - 6th)
- Assessment Data (TK/Kindergarten)

Findings from the Analysis of this Data:

The Percent of Students at "Standard Not Met" Achievement Level by our students of Socio-Economically Disadvantaged Status was very nearly twice the Non-Socio-Economically Disadvantaged (SED = 17.6% vs. Non-SED = 9.0%). Our SBAC English-Language Arts Mean Scale Score by Grade and Ethnicity shows a general and consistent increase from 3rd to 6th grade met standard targets. However, both African American and Hispanic students decreased at 4th grade; and, White students decreased at 5th grade.

Our SBAC Mathematics Mean Scale Score by Grade and Ethnicity also shows a general and consistent increase from 3rd to 6th grade met standard targets. However, African American students decreased at 4th and 5th grades; and, both Hispanic and White students decreased at 5th grade.

How the School will Evaluate the Progress of this Goal:

Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

Sign-In-Sheets for Teacher Trainings

- Routine use of technology in classroom determined through administrator observation
- Weekly use of Computer Lab by classes supported by Computer Lab Specialist
- Weekly use of Science Lab by classes supported by Science Lab Specialist
- District Benchmarks Results (grades K - 6th)
- Unit Assessments (grades K - 6th)
- Portfolio Assessment (grades TK - 2nd)
- STAR Math assessment results (grades 2nd - 6th)
- Teacher-made/publisher tests (grades K - 6th)
- Assessment Data (TK & Kindergarten)

* SBA

Strategy:

1. Provide professional development to support the educational program (e.g. areas of English Language Arts, English Language Development, math, science, technology and GLAD, supporting the California State Standards).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Staff with Professional Development opportunities (e.g. ELD, Math, Technology tools, "Imagine Learning - Language/Math, differentiation, intervention, small groups).	August 2018 - June 2019	Principal Instructional Leadership Team EL Support Technology T.O.S.A. Title 1 Instruction Coach T.O.S.A. Site G.A.T.E. Coordinator Teachers	Conference/Workshops 10X Substitute Teachers for Instructional Leadership Team Benefits for Substitute Teachers Extra Duty hours - classified Extra Duty hours - classified	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I LCFF-Supplemental/Conce ntration LCFF-Supplemental/Conce ntration	3,000.00 300.00 702 205.34
B. Provide opportunities for teachers to observe colleagues differentiating instruction in multiple areas.	October 2018 - June 2019	Principal Teachers	Release time - Substitute Teachers	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	960 184
C. Provide teachers with additional technology professional development (e.g. "Imagine Learning")	October 2018 - June 2019	Principal Technology T.O.S.A. Teachers	No cost. P.D.T. (Professional Development Tuesdays) No cost. CCM Time (Mondays & Tuesdays)			0 0

Strategy:
2. Teachers will implement Benchmark Advanced with intended design.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Teachers will meet regularly to improve ELA units, refine assessments, and evaluate assessment data.	August 2018 - June 2019	District	No cost		0

Strategy:

3. Purchase California State ELA/ELD supplementary and/or digital standards based materials (e.g. Renaissance Products; Imagine Learning) to assist with intervention for students at risk and enrichment programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Materials and Supplies for ELA, AR Incentives, Chrome books, and iPads to reduce ratio in Combos & 2nd Grade classes.	August 2018 - June 2019	Principal Instructional Leadership Team (grade level representatives)	ELA Materials and Supplies.	4000-4999: Books And Supplies	Title I	2,500
			ELA Instructional Technology/Hardware	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	500.00
			Instructional ELA Tech/Software.	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	500.00
			ELA Materials and Supplies	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	500.00
			Purchase, repairs, and maintenance of technology	5000-5999: Services And Other Operating Expenditures	LCFF-Base	3,400.00
			ELA Instructional Technology/ Hardware	4000-4999: Books And Supplies	Title I	1,149.00
			Materials and incentives for A.R. program.	4000-4999: Books And Supplies	Title I	1,250.00
			Materials and incentives for A.R. program.	4000-4999: Books And Supplies	LCFF-Base	2,320.00
			Purchase, repairs, and maintenance of technology	4000-4999: Books And Supplies	Title I	3,600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Build variety and volume of "high interest" non-fiction books inventory that support CCSS for Library and for Classroom Libraries	August 2018 - June 2019	Principal Library Resource Technician	Library Supplies	4000-4999: Books And Supplies	Title I	750
			Purchase additional "non-fiction" books for ALL levels of readers	4000-4999: Books And Supplies	LCFF-Base	500
C. Teachers will systematically provide targeted intervention daily within small group instruction	August 2018 - June 2019	Principal Instructional Leadership Team RTII T.O.S.A. Teachers	Hire 1X T.O.S.A. for RTII	1000-1999: Certificated Personnel Salaries	Title I	23,872.00
			Benefits	3000-3999: Employee Benefits	Title I	6,449.00
D. Purchase Materials and Supplies	August 2018 - June 2019	Principal Instructional Leadership Team Teachers	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	6,500.00
E. Purchase and implement "Brainpop"		Principal Teachers	Site operating fees for online program/ Software and License	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	1,640.00
F. Primary Teachers (Kindergarten, 1st & 2nd Grades) will provide RTII reading intervention for the top ten most "at risk" students in each grade level using "Imagine Learning - Reading"	October 2018 - June 2019	Principal K, 1st and 2nd Grade Teachers	District funded access to "Imagine Learning - Reading"/ No cost to site	4000-4999: Books And Supplies	Title I	0
			Purchase 2X sets of Chrome books and 2X Carts	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	11,125
G. Implement "Imagine Learning" Language and Literacy as an intervention tool K-6	August 2018 - June 2019	Principal Teachers Technology T.O.S.A. Computer Lab Specialist	Intervention Software License/ District funded	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	11,125
						0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Purchase and implement "Imagine Learning" Math	August 2018-June 2019	Principal Teachers	Intervention Software License	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	8500
I. Purchase headphones & mice for "Imagine Learning"	August 2018-June 2019	Principal Computer Lab Aide	On-Ear Headphones	4000-4999: Books And Supplies	Title I	2027.94
			Computer mice	4000-4999: Books And Supplies	Title I	1000

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

4. Provide planning time for teachers to collaborate on supporting unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Principal will establish regularly scheduled time periods for Teachers to meet and collaborate to improve ELA units, refine assessments, and evaluate assessment data. The time periods will include both P.D.T. (Professional Development Tuesdays - "Early Release Tuesdays"), Extra-Duty hours; and/or, release time (Sub Release Time &/or Monday & Tuesday CCM Arts Enrichment periods).	August 2018 - June 2019	Principal Teachers	Teacher "Extra Duty" rate to meet, by grade level, one time per month (10 times per school year).	1000-1999: Certificated Personnel Salaries	Title I	1463
			Teacher "Extra Duty" rate to meet, by grade level	1000-1999: Certificated Personnel Salaries	LCFF-Base	1540.00
			Substitutes for teachers	3000-3999: Employee Benefits	LCFF-Base	460.00
				1000-1999: Certificated Personnel Salaries	LCFF-Base	7,700.00
			CCM Arts Enrichment	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
			*Release during Monday & Tuesday Arts Enrichment periods	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental/Concentration	6000.00
			*Early Release Tuesdays - No cost			0
B. Teachers will meet regularly to improve ELA units, refine assessments and evaluate assessment data (for ALL students: including: Low Income, Foster Youth, and Socially-economically disadvantaged; and, SWD).	August 2018 - June 2019	Principal Teachers	Half Day reg ed subs for Tier focused Grade Level Mtgs (3X per year). 1150	1000-1999: Certificated Personnel Salaries	Title I	1,500.00
			Benefits for subs Tier 3 Mtgs. 3000	3000-3999: Employee Benefits	Title I	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
C. Teachers will meet regularly to improve Math units, refine assessments, and evaluate assessment data - to occur during P.D.T. = Early Release Tuesdays and/or Release time.	August 2018 - June 2019	Principal Teachers	P.D.T. (designated time/No cost)		0

Strategy:

5. Continue to assist teachers and administrators with monitoring student data to assist with providing intervention/enrichment as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Principal will establish regularly scheduled time periods for Teachers to meet and collaborate to improve ELA units, refine assessments, and evaluate assessment data. The time periods will include both P.D.T. (Professional Development Tuesdays - "Early Release Tuesdays"), Extra-Duty hours; and/or, release time (Sub Release Time &/or CCM Arts Enrichment periods).	August 2018 - June 2019	Principal Teachers	Teacher "Extra Duty" rate to meet, by grade level *Early Release Tuesdays - No extra cost **Release during Tuesday Arts Enrichment periods - No extra cost	1000-1999: Certificated Personnel Salaries LCFF-Supplemental/Concentration	500.00 0
B. Implement District portfolio and benchmarks in ELA/ELD	August 2018 - June 2019	Principal Teachers	No cost		0
C. Provide PD on "Illuminate" (ongoing to develop skills as needed)	August 2018 - June 2019	Principal Instructional Leadership Team Teachers Technology T.O.S.A.	No cost		0
D. Hire Substitute Teachers for release time 4X times per year.	August 2018 - June 2019	Principal Teachers	SEE Goal 2, Strategy 4, Action A		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
E. Teachers will analyze data to identify students (in addition to current G.A.T.E. list). ALL 2nd & 3rd grade students will be offered an opportunity to be tested for G.A.T.E.	August 2018 - June 2019	Principal Site G.A.T.E. Coordinator Teachers	District funded/ No cost to site		0

Strategy:

6. Increase the number of students who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards, by providing before/after school intervention.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Hire teachers to provide Before School Intervention for 3rd - 6th Grade students	October 2018 - May 2019	Principal Teachers (volunteers for extra morning hours)	Extra -Duty Hours for Intervention Teacher(s)	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	1540 460

Strategy:

7. Provide additional instructional minutes to increase the percent of English Learners (ELs) making progress in English proficiency (ELA and Math).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Teachers will implement 40-60 minutes (dependent on grade level) each day of intervention time	August 2018 - June 2019	Principal Teachers	No cost		0
B. Provide designated ELD instruction to increase the percentage of EL students making at least one year's growth in English Proficiency as measured by ELPAC	August 2018 - June 2019	Principal Teachers	No cost		0

Strategy:

8. Provide intervention to increase Reclassified Fully English Proficient (RFEF) numbers from previous year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Purchase materials and supplies for EL students as needed	August 2018 - June 2019	Principal	See Goal #2, Strategy 3A		

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount

Strategy:

9. Support ELs, ELD instruction, and ELAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Monitor EL progress on the ELD Matrix	August 2018 - June 2019	Principal Teachers	No cost		0
B. Teachers will observe the District English Learner Coordinator in their classrooms	August 2018 - June 2019	Principal Teachers	No cost		0

Strategy:

10. Support and implement summative English Language Proficiency Assessment for California (ELPAC) by providing administrators and teachers targeted professional development.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Train classified and certificated staff to administer English Language Proficiency Assessments for California (ELPAC).	August 2018 - June 2019	Principal Teachers	Supported by District/ No cost to site		0

Strategy:

11. Provide trained staff to administer the ELPAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Trained staff will administer ELPAC	August 2018 - June 2019	Principal Teachers Staff	No cost		0

Strategy:

12. Teacher On Special Assignment (TOSA) support to provide in school intervention, Response to Intervention (Rtl), as needed in ELA and/or math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Hire one 40% intervention T.O.S.A. teachers to help in providing intervention (RTI).	August 2018 - June 2019	Principal	SEE Goal #2 Strategy 3 Action "C"		

Strategy:

13. Support district provided "outside of the school year" intervention/enrichment academies (Winter and Summer Academies for low income, English Learners, and Foster Youth; Summer Academy for GATE).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Monitor student data to provide candidate lists for the Academies	August 2018 - June 2019	Principal Teachers	No cost		0
B. Distribute, monitor, collect student invitations for Academies	August 2018 - June 2019	Principal Teachers	No cost		0

Strategy:

14. Continue articulation with Hart District to cover the 6th-8th grade span for science and mathematics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Administrators and teachers will participate in articulation meetings with Wm. S. Hart feeder schools (La Mesa J.H.S. & Golden Valley H.S.) (Sierra Vista & Canyon High School) to prepare 6th grade students for a successful transition.	August 2018 - June 2019	Principal 6th grade Teachers	No cost		0
B. Administer 7th grade Math placement test for current 6th graders	August 2018 - June 2019	Principal 6th grade Teachers La Mesa J.H.S. Principal	No cost		0

Strategy:

15. Designate an Administrative Assistant to support Principal and school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Identify teachers with Administrative Credential	August 2018 - June 2019	Principal 2X Teachers (4th Grade & 5th Grade)	No cost		0

Strategy:
 16. Continue Library Technicians to support unduplicated students literacy skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Principal will provide Library Schedule for each classroom to use the Library to check out books (& "Open Library" times) for students to take A.R. Tests and exchange books frequently.	August 2018 - June 2019	Principal Library Resource Technician Teachers	No cost		0
B. Provide students Library access during recess, and lunch (Mondays & Tuesdays & Wednesdays)	August 2018 - June 2019	Principal Library Resource Technician	During the regular school day/ No cost		0

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount

Strategy:
 17. Use District Title 1 Teacher on Special Assignment (TOSA) to provide coaching and intervention support for unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide teachers the information on the opportunity to participate in Instructional Support Coaching Cycles	August 2018 - June 2019	Principal Teachers	No cost		0

Strategy:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount

Strategy:
 18. Purchase resources for science labs and/or classrooms as needed to support the implementation of the Next Generation Science Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
A. Purchase Materials & Supplies for Science Labs and/or classrooms	August 2018 - June 2019	Principal Teachers	NGSS Materials and Supplies	500.00
B. Provide Chrome books for Science Labs and/or classrooms identified to differentiate	August 2018 - June 2019	Principal	No cost	0

Strategy:
 19. Provide science, technology, engineering, art and math (STEAM) learning activities weekly to increase student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
A. Purchase, Materials & Supplies for S.T.E.A.M. (Science, Technology, Engineering, Art, & Math) lessons	August 2018 - June 2019	Principal Leadership Team	STEAM Materials and Supplies.	395.00
B. Provide students with access to STEAM weekly to increase student achievement (& motivation with high interest lessons)	August 2018 - June 2019	Principal Teachers	No cost	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
C. Implement NGSS (Next Generation Science Standards) for ALL students.	August 2018 - June 2019	Principal Teachers	No cost		0
D. Distribute, monitor, collect student invitations for STEAM EXPO	February 2019 - March 2019	Principal Teachers	No cost		0

Strategy:

20. Implement visual and performing arts (VAPA) plan which includes continued participation in the Kennedy Center Partners in Education Program focused on teacher professional development in arts integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Provide VAPA Enrichment for ALL students weekly	August 2018 - June 2019	Principal CCM	Monday & Tuesday CCM Arts Enrichment		
B. Provide teachers the information on the opportunity to participate in the Kennedy Arts Center Professional Development	August 2018 - June 2019	Principal	No cost		0
C. Purchase resources for VAPA (Visual And Performing Arts) lessons.	August 2018 - June 2019	Principal Leadership Team	VAPA resources	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration 100
D. Provide additional enrichment opportunity to 6th grade students - Performing Arts Center- Hip Hop	September 2018 - June 2019	Principal Teachers	P.A.C. - Kennedy Grant/ No cost	4000-4999: Books And Supplies	LCFF-Base 500

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:
 21. Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Physical Fitness materials/equipment for 5th grade classes	August 2018 - June 2019	Principal 2X 5th grade Teachers	Purchase P.E. equipment	4000-4999: Books And Supplies	LCFF-Base	100.00
B. (1st - 6th grade) students will participate in a minimum of 200 minutes of P.E. every 10 school day period.	August 2018 - June 2019	Principal Teachers	Teachers will schedule P.E. on their Daily Schedules/ No cost			0
C. TK and Kindergarten teachers will implement fine and gross motor activities in their daily lessons	August 2018 - June 2019	TK Teacher (1X) Kindergarten Teachers (3X)	No cost			0

Strategy:
 22. Purchase technology and equipment to support the basic program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase equipment, materials and supplies	August 2018 - June 2019	Principal Teachers Computer Lab Specialist	SEE Goal #2, Strategy 3 Action "F"			
B. Repair, upgrade, provide maintenance, and replace technology as needed	August 2018 - June 2019	Principal Teachers Computer Lab Specialist	SEE Goal #2, Strategy 3 Action "F"			

Strategy:
 23. Purchase devices to support unduplicated students to access supplementary materials using technology during the school day.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Amount
A. Purchase Chrome Book Cart to improve student access to technology, ensuring equitable access for all high priority students.	August 2018 - June 2019	Principal Teachers Computer Lab Specialist	SEE Goal #2, Strategy 3 Action "F"		

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Amount

Strategy:

24. Provide Computer Lab Specialist and Science Lab Assistant at all sites to support unduplicated students' technology skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	
				Type	Amount
A. Continue utilizing part time Computer Lab Specialist	August 2018 - June 2019	Principal	District pays cost District pays cost - Benefits Computer Lab Specialist	0 0	
B. Principal will provide Computer Lab time and schedule for each classroom	August 2018 - June 2019	Principal Instructional Leadership Team Computer Lab Specialist	No cost	0	
C. Teachers of grades (K - 6th) will continue to instruct the district's keyboarding program and Technology Standards	August 2018 - June 2019	Principal Teachers Computer Lab Specialist	No cost	0	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
D. Continue utilizing part time Science Lab Specialist.	August 2018 - June 2019	Principal Teachers Science Lab Specialist	District pays cost District pays cost - Benefits Computer Lab Specialist		0 0

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount

Strategy:
25. Use District Technology TOSA to support technology integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Invite Technology TOSA with Educational Services to present Instructional Technology lessons and applications to teachers during P.D.T., and during regular-day classroom instructional time to coach and model.	August 2018 - June 2019	Principal Teachers	No cost		0
B. Teachers will participate in a 1-day District-provided technology training	August 2018 - June 2019	Principal Teachers	No cost		0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Family and Community Engagement & Involvement	
LEA GOAL:	
Parents and community	
LCAP GOAL:	
All families and the broader community are welcomed and are partners in supporting the whole child.	
SCHOOL GOAL #3:	
All families and the broader community are welcomed and are partners in supporting the whole child.	
Data Used to Form this Goal:	
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Family Resource Fair	
Findings from the Analysis of this Data:	
96% of parents reported feeling welcomed, 92% of parents reported being very satisfied with their child's learning experience, 89% of parents reported satisfied with school to home communication systems ; Sign-in-sheets: PTA Events - participation varied due to event	
How the School will Evaluate the Progress of this Goal:	
Monitor Parent/Teacher Goal Setting Conference Schedules; Parent/Teacher Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent; and, Family Resource Fair	

Strategy:	
1. Increase online communication for parents and the broader community through the use of District and site websites.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Support teachers to establish teacher websites	August 2018 - June 2019	Principal Teachers	PD Tuesday/ No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Increase on-line communication for parents and community through the use of District and Site websites.	August 2018 - June 2019	Principal Teachers VVPTA President	No cost - communication only		0
C. Provide parents training on accessing District and site websites and resources attached to them: ELAC, PTA, BTSN, SSC	August 2018 - June 2019	Principal Teachers Office Staff VVPTA President PTA Volunteers	No cost - communication only		0

Strategy:

2. Increase efforts to promote parental involvement and input through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide parents with at least monthly communication through a variety of media in both English and Spanish: Blackboard Connect, flyers, notes home, e-mails, phone calls, classroom or grade-level newsletters, Class Dojo, meetings, school website and District website, PTA Monthly Calendar.	August 2018 - June 2019	Principal Teachers PTA President SSC Chairperson ELAC President G.A.T.E. parents	No cost - communication		0
B. Present information about academic assessments, performance of all students, and subgroups, and how we develop the instructional support plan, at PTA, SSC, and ELAC meetings.	August 2018 - June 2019	Principal	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Use technology to better present need, successes, and relevant information at PTA, SSC, and ELAC Meetings	August 2018 - June 2019	Principal Teachers	Parent Engagement	4000-4999: Books And Supplies	Title I	500
			Purchase: Presentation Cart w/ projector/ sound/ & screen (displayed or retracted with electric motor & switch)	4000-4999: Books And Supplies	Misc. Grants	3752
D. Site will provide Binder Reminders for 4th-6th grade students.	August 2018	District Principal Teachers (4th-6th grades)	No cost/ District funded			0
E. Site will provide after school and evening parent orientations/workshops to increase parent involvement and student support for increased student achievement.	August 2018 - June 2019	Principal Teachers EL Program Coordinator	Teacher Extra Duty pay/hourly	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Conce ntration	500
			Benefits for hourly	3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration	100
F. Purchase Materials & Supplies as needed	August 2018 - June 2019	Principal	Materials and supplies for orientations/workshops	4000-4999: Books And Supplies	Title I	1000
G. Organize an incoming TK and Kindergarten parent orientation/information meeting	March 2019 - June 2019	Principal TK & Kindergarten Teachers	No cost			0

Strategy:

3. Continue to provide translation to families as needed, including utilizing Translator at District level. Written parent communications will be translated into Spanish. Spanish translation will be offered at all parent meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District translator services	August 2018 - June 2019	Principal	No cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Hire interpreters/translators to translate materials for parent conferences.	August 2018 - June 2019	Principal Office Manager Interpreters	Interpreters/Translators	2000-2999: Classified Personnel Salaries	Title I	1500
C. Hire interpreters/translators for school functions involving parents before, during and after school. ie. Goal Setting Conferences, IEPs, Back to School Night, Annual Title 1 meeting, ELAC meetings, SSC meetings, Conferences, etc.	August 2018 - June 2019	Principal Office Manager Interpreters	Interpreters/Translators	3000-3999: Employee Benefits	Title I	439.65
D. Valley View will convene an active E.L.A.C.	August 2018 - June 2019	Principal EL Program Coordinator ELAC President ELAC Vice-President ELAC Secretary EL Parents VV PTA	No cost			0

Strategy:

4. Increase parent participation at District wide events (i.e. Estrella Awards, STEAM Expo, GATE, Parent Nights, District GATE Night, DELAC, and Young Authors Conference, Coffee with the Superintendent, District Conferences, School Site Council and ELAC Summits, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Send invitations in both English and in Spanish to parents for events such as STAR celebrations, STEAM Expo, GATE parent nights, DELAC, and Young Authors	August 2018-June 2019	Principal Office Manager Interpreters	No cost			0
B. Include District events in weekly Blackboard Connect messages	August 2018 - June 2019	Principal Office Assistant - fluent in spanish	No cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Call parents individually to invite them to District and Site events.	August 2018 - June 2019	Principal Office Assistant(s) - fluent in spanish	No cost			0

Strategy:

5. Site SSC and ELAC will provide input in the school's and District's plans (i.e. Single Plan for Student Achievement - SPSA, School Safety Plans, LCAP, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings	August 2018 - June 2019	Principal Teachers	Extra Duty Pay (Certificated)	1000-1999: Certificated Personnel Salaries	LCFF-Base	2880
			Extra Duty Pay (Certificated)	3000-3999: Employee Benefits	LCFF-Base	612.90
			Extra Duty Pay (Classified)	2000-2999: Classified Personnel Salaries	LCFF-Base	468
			Extra Duty Pay (Classified)	3000-3999: Employee Benefits	LCFF-Base	136.89
B. Develop an active ELAC and present relevant information at ELAC meetings.	August 2018 - June 2019	Principal	No cost			0
C. The site will convene a Safety Committee	August 2018 - June 2018	Principal Community Members - Mr. Jesus Juarez (VV Parent/ Firefighter/ SSC Member) Teachers Classified	Extra Duty Pay (Certificated)	1000-1999: Certificated Personnel Salaries	LCFF-Base	32
			Extra Duty Pay (Certificated)	1000-1999: Certificated Personnel Salaries	LCFF-Base	6.80
			Extra Duty Pay (Classified)	2000-2999: Classified Personnel Salaries	LCFF-Base	13
			Extra Duty Pay (Classified)	2000-2999: Classified Personnel Salaries	LCFF-Base	3.80

Strategy:

6. New families to the District of TK - 6th Grade students will receive support and training on how to access the "Aeries Parent Portal" to view student attendance. Computers (iPads) for parent use will be made available at all school sites and the District Office. Families that have been in the District will continue to receive updates and supports as needed to access their child's information through Aeries.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Office staff will be available to provide information and support for Aeries Parent Portal, Sign-Up Genius, and student passwords to District provided technology resources and applications (apps).	August 2018 - June 2019	Principal Teachers Office Manager Office Assistants	No cost		0
B. Computer, Chrome books, and iPads are made available to parents before, during and after school for parents to access Aeries Parent Portal, Sign-Up Genius, and District supported resources.	August 2018 - June 2019	Principal Teachers Office Manager Office Assistants	No cost		0

Strategy:

7. Utilize an English Learner Program Coordinator to support English Learner parents and provide after school parent workshops such as Spanish Literacy Nights etc...

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Invite the English Learner Program Coordinator to support English Learner parents and provide after school parent workshops such as Spanish Literacy Nights, etc...	August 2018 - June 2019	District	No cost		0
B. Provide opportunities for trainings during ELAC meetings with EL Program Coordinator on topics relevant to their children's educational needs.	August 2018 - June 2019	Principal EL Program Coordinator	No cost		0

Strategy:

8. Invite William S. Hart District feeder schools to collaborate with families in preparation for a successful middle school (junior high school) and high school transitions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Coordinate the 6th grade spring orientation field trip to junior high school feeder schools.	August 2018 - June 2019	Principal Office Manager 6th Grade Teachers	No cost		0
B. Invite William S. Hart USD feeder schools to collaborate with families in preparation for successful junior high school transitions during Open House.	August 2018 - June 2019	Principal Office Manager 6th Grade Teachers	No cost		0
C. Administrators and teachers will participate in articulation/matriculation meetings with Wm. S. Hart feeder schools to prepare 6th grade students for a successful junior high school transition.	August 2018 - June 2019	Principal RSP Teacher Sp. Ed. Teachers	No cost		0

Strategy:

9. Continue to encourage participation in the District's "Student and Family Wellness Collaborative" that engages community, staff, and parents to provide children and families with services in and out of school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Inform our families of the opportunity to participate in the Student and Family Wellness Collaborative.	February 2019	District	No cost		0
B. Inform parents in English and in Spanish in multiple forms of media of the "Many Families, One Community" event.	January 2019 - February 2019	Principal Teachers	No cost		0

Strategy:

10. District Staff will purchase materials to support new parent orientation meetings with Principals to welcome our new families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize materials purchased by the District that supports new parent orientation meetings with Principals to welcome our new families.	January 2019	District	No cost		0
B. Host "New Families Orientation" to welcome parents and students.	January 2019	Principal Teachers	Parent Engagement	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration 75

Strategy:

11. Encourage former students to volunteer/assist at Valley View

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Former VV 6th grade students currently attending 7th & 8th grade at La Mesa JHS will facilitate coaching of VV 5th & 6th grade Cheer Team on Wednesday afternoons (JHS have minimum day each Wednesday with an early dismissal).	August 2018 - June 2019	Principal 6th grade Teachers • sponsoring Cheer Team Parents of former students	No cost		0

Strategy:

12. With the support of our families, continue to offer the Accelerated Reading Summer Program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Distribute, monitor, collect student correspondence for Summer AR Program.	April 2019 - June 2019	Principal Library Resource Technician Teachers	No cost			0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Supporting the whole child
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
Provide a safe and nurturing learning environment for all students, reducing student discipline referrals by 10%.
SCHOOL GOAL #4:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
During the 2018-19 school year, Valley View School's "Suspension rates" will decrease by 5%.
During the 2018-19 school year, Valley View School's "Office Referrals for Discipline" will decrease by 5%.
During the 2018-19 school year, Valley View School's "Positive Behavior Incentives" - e.g. "Caught Being Good!" slips & "Bus Bucks" will increase by 10%.
Data Used to Form this Goal:
Aeries Discipline reports
Surveys
Counseling sessions (attendance sheets)
District Diagnostic Assessments
Aeries Summary of Suspensions (2017-18 & 2018-19)
Discipline notes from (2018-19)
Bus Tickets issued (2018-19)
"Caught Being Good!" awards
"Valiant Viking" awards list from (2018-19)

Findings from the Analysis of this Data:
2017-18 was the third year that Valley View tracked the "safety elements" for our school's discipline system; 75% of student's shared high levels of connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 75% of parents reported that school's behavioral program positively impacted their child
How the School will Evaluate the Progress of this Goal:
Monitor discipline records, counseling attendance; conduct surveys We will track each Sub-GOAL #4 measurable parameters and determine % increase or decrease.

Strategy:
1. Increase students reporting positive relationships

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Give all students the LCAP Survey	April 2019	Principal Teachers	No cost		0
B. Provide Health Supplies	August 2018 - June 2019	Principal Office Manager Site Nurse	Health Supplies	5000-5999: Services And Other Operating Expenditures	500
C. Provide awards for Super Achievers, Valiant Vikings, Student Council, AR, 6th Grade Student TK/K Walkers, etc...	August 2018 - June 2019	Principal Teachers PTA	Awards/ Prizes/ Incentives 6th Gr. Student TK/K Walkers	4000-4999: Books And Supplies 4000-4999: Books And Supplies	250 250

Strategy:
2. Provide teacher collaboration time to identify students at risk, as well as, implement the Multi-Tiered System of Supports at school to monitor students, especially English Learners, Low Income, and Foster Youth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Teachers will meet every 6 weeks to identify and monitor students within the Multi-Tiered System: subgroups - English Learners, Low Income, and Foster Youth.	August 2018 - June 2019	Principal Teachers RSP Teacher	No cost. P.D.T. (Tuesdays) CCM time (see Goal #2, Strategy 5A)		0
B. Provide time during CCM, P.D.T., and ILT (Instructional Leadership Team) for vertical and horizontal planning of intervention w/ Imagine Learning Reading & Imagine Learning Math to close achievement gaps in ELA and Math.	August 2018 - June 2019	Principal Teachers	Teacher Extra Duty Pay (before or after school)	1000-1999: Certified Personnel Salaries 3000-3999: Employee Title I Benefits	4000 850.80
C. Provide trainings in Imagine Learning Math and Imagine Learning - small group intervention resources and reports.	August 2018 - June 2019	Principal Teachers Computer Lab Aide	No Cost P.D.T. (Tuesdays) CCM time (Mondays & Tuesdays)		0
D. Conduct SST Tier 3 meetings to identify students whose behavior require further assessment or action.	August 2018 - June 2019	Principal I.E.P./SST Tier 3 Team	Computer Lab Aide Extra Duty Pay	2000-2999: Classified Personnel Salaries 3000-3999: Employee Title I Benefits	1000 212.70
			No cost		0

Strategy:
3. Increase small group counseling, for all students: including English Learners, Low Income; and, Foster Youth, opportunities for identified students to support their social and academic success in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Review, update, and maintain "multi-tiered" system (SST Tier 1, 2, & 3) and supports at school site.	September 2018 - June 2019	Principal Teachers School Psychologist(s) Counselor	SBC - Site Based Counseling	5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	3000
B. Provide teachers with SBC (Site Based Counseling) referral process paperwork for counseling and Multi-Tier process for "At-Risk" students.	August 2018 - June 2019	Principal Teachers RSP Teacher S&L (Speech) Teacher	No cost			0

Strategy:

4. Utilize the Behavioral Intervention Specialist and Behavior Intervention Assistants (B.I.A.s) at the District level to support students in regular and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize the Behavioral Intervention Specialist and Behavior Intervention Assistants (B.I.A.s) from the District level to support students in regular and special education classes to support student connectedness and access to the core.	August 2018 - June 2019	District	No cost			0
B. Provide training opportunities to staff on behavior intervention strategies.	August 2018 - June 2019	Principal Behavior Intervention Specialist Teachers	No cost P.D.T. (Tuesdays)			0
C. Provide matriculation meetings with Behavior Intervention Specialist, administration, teacher and parent, to discuss BSPs (Behavior Support Plans) for incoming students	August 2018 - June 2019	Principal Behavior Intervention Specialist Teachers	No cost			0

Strategy:

5. Show an increase in "parent satisfaction" in regards to school safety, and climate as reflected on the LCAP Parent Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide the LCAP Parent Survey during Spring Conferences via iPads and Chrome books.	March 2019	Principal Teachers	No cost		0
B. Encourage parent participation to complete the LCAP Parent Survey through Blackboard Connect phone messages and flyers (in both English & Spanish).	March 2019	District Principal Teachers	No cost		0
C. Encourage parent feedback during monthly meetings with the Principal (e.g. PTA, SSC, & ELAC).	August 2018 - June 2019	Principal Teachers Classified Staff	No cost		0
D. Provide Extra-duty pay for teachers supporting school programs after school: Leadership, SSC, PTA, etc...	August 2018 - June 2019	Principal Teachers Office Manager	Extra Duty Pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	1147 309

Strategy:

6. Implement positive academic and behavior programs (e.g. Character Counts, Valiant Viking, AR Incentive program, Spirit Awards Assemblies, etc...) which promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Character Counts will be promoted and taught in all classrooms and supported in MPR and Playgrounds throughout the school year.	August 2018 - June 2019	Principal Certificated Staff Classified Staff	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Students who demonstrate Character Counts characteristics will be recognized at school spirit assemblies, school celebrations, and Blackboard Connect community announcements.	August 2018 - June 2019	Principal Teachers	Materials and Awards	4000-4999: Books And Supplies	Title I	1647.83
C. Establish school-wide discipline policy and process focused on logical and constructive consequences	August 2018 - June 2019	Principal Certificated Staff Classified Staff	No cost			0
D. Provide staff development opportunities around positive behavioral interventions to facilitate implementation of positive school-wide discipline.	August 2018 - June 2019	Principal Teachers Classified Staff Noon Supervisors	No cost	Use MINIMUM Day early dismissal for Classified Training		0
E. 4th thru 6th grade students will participate in the Santa Clarita Valley DFYIT (Drug Free Youth In Town) program.	October 2018 - April 2019	Principal 4th-6th Grade Teachers	No cost			0
F. 6th grade students will participate in TUPE (Tobacco Use Prevention Education).	October 2018 - June 2019	Principal 6th Grade Teachers	No cost			0
G. Provide digital citizenship training for staff and students as outlined in the Social Media Board Policy to keep everyone safe while online - C.I.P.A. (Children's Internet Protection Act).	August 2018	Principal Certificated Staff Classified Staff Students	No cost			0
H. Invite parents to celebration events.	August 2018 - June 2019	Principal Teachers RSP Teachers S&L Teachers Classified Staff	Parent engagement	4000-4999: Books And Supplies	LCFF-Base	750

Strategy:

7. Utilize Licensed Vocational Nurses (LVNs) to support the health of students in need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Work with Licensed Vocational Nurses to support the health of students in need.	August 2018 - June 2019	District	No Cost		0
B. Work with the District Nurse on ensuring all teachers, office staff, noon supervisors, and administrators are familiar with students with Health Plans.	August 2018 - June 2019	Principal District Nurse Teachers Office Staff Noon Supervisors	No cost		0

Strategy:

8. Utilize "School Social Worker" to provide comprehensive services to students, parents, and staff addressing barriers that limit a student from receiving full benefits from their educational experience.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Work with School Social Worker to support students.	August 2018 - June 2019	District	No cost		0
B. Provide information to parents about resources available to them through the District's School Social Worker to support students and families.	August 2018 - June 2019	Principal	No cost		0

Strategy:

9. Update school safety plans annually engaging all stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Site will implement monthly drills (alternating at minimum: Evacuation Drill with "3-N-1" drills)	August 2018 - June 2019	Principal Office Staff/ Custodians Teachers	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Purchase materials & supplies for VV Disaster Bin	August - November 2018	Principal Custodian	Materials & supplies for Disaster Bin	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	268.32

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Engagement and Involvement	
SCHOOL GOAL #1:	
See SPSA Goal #1	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	47
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	838
Provide Document Tracker	August 2018 to June 2019	Educational Services	SPSA, School Safety Plans, LEA Plan Templates	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	649
Provide ETS (CA Tech. Assist.)	August 2018 to June 2019	Educational Services	PreID Labels & Parent/Guardian addresses on test results	4000-4999: Books And Supplies	LCFF-Base	106
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	65
Provide SHI	August 2018 to June 2019	Educational Services	Updating Microsoft Office	5000-5999: Services And Other Operating Expenditures	LCFF-Base	992
Provide Smart Notebook	August 2018 to June 2019	Educational Services	Digital Tool	4000-4999: Books And Supplies	LCFF-Base	1,133
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,103

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	3,918
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		57,299 4,942
Provide Copy Machines	August 2018 to June 2019	Business Department		5000-5999: Services And Other Operating Expenditures		23,900

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Achievement	
SCHOOL GOAL #2:	
See SPSA Goal #2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	5,652
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	2,154
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Conce ntration	8000
Provide supplementary digital materials: Imagine Learning Language and Literacy	August 2018 to June 2019	Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	40,000
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	12799
Provide Renaissance Place	August 2018 to June 2019	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	7,835
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Service	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Engagement and Involvement	
SCHOOL GOAL #3:	
See SPSA Goal #3	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base 24
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	1,833

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Supporting the Whole Child	
SCHOOL GOAL #4:	
See SPSA Goal #4	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST Online	August 2018 to June 2019	Special Education	San Joaquin County Office of Education Online Student Monitoring system	5000-5999: Services And Other Operating Expenditures	LCFF-Base	807
Provide Social Worker	August 2018 to June 2019	Special Education	Social worker to provide comprehensive services to parents, students and staff addressing barriers that limit students. Especially low income, foster youth and English learners.	5000-5999: Services And Other Operating Expenditures	LCFF-Base	10,030

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF- Supplemental/Concentration	35120	0.00
LCFF-Base	55782	0.00
Title I	88822	0.00
PTA	0	0.00
Misc. Grants	4252	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	35,120.00
LCFF-Base	55,782.00
Misc. Grants	4,252.00
Title I	88,822.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	51,060.80
2000-2999: Classified Personnel Salaries	4,966.80
3000-3999: Employee Benefits	14,525.83
4000-4999: Books And Supplies	85,422.57
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating	21,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	1,420.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	702.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	394.68
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	23,603.32
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	3,000.00
5800: Professional/Consulting Services	LCFF- Supplemental/Concentration	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	14,845.80
2000-2999: Classified Personnel Salaries	LCFF-Base	1,374.80
3000-3999: Employee Benefits	LCFF-Base	4,543.92
4000-4999: Books And Supplies	LCFF-Base	31,017.48
5000-5999: Services And Other Operating	LCFF-Base	4,000.00
4000-4999: Books And Supplies	Misc. Grants	4,252.00
1000-1999: Certificated Personnel Salaries	Title I	34,795.00
2000-2999: Classified Personnel Salaries	Title I	2,890.00
3000-3999: Employee Benefits	Title I	9,587.23
4000-4999: Books And Supplies	Title I	26,549.77
5800: Professional/Consulting Services	Title I	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,482.47
Goal 2	136,183.76
Goal 3	12,524.12
Goal 4	14,185.65
Goal 7	600.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Drew, Principal	X				
Angela Ashe, Parent				X	
Erica Klahs, Teacher		X			
Vicki Hirsch, Teacher		X			
Esvin Navarro, Parent				X	
Jesus Juarez, Parent				X	
Rigoberto Placencia, Parent				X	
Mona Walker, Other - Computer Lab Sp.			X		
Gabriela Rosales, Parent				X	
Misty Harris, Teacher		X			
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed 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 **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Site Leadership Team - Grade Level Representatives

Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on 10/03/2018.

Attested:

Rick Drew

Typed Name of School Principal

Signature of School Principal

Date

Angela "Angie" Ashe

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan For Student Achievement			View	View	27

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[School Site Council Membership](#)

Current Section
Recommendations and Assurances

Next Section

2 updated data fields saved successfully.

[Save Data](#) [View Current Document](#) [View Section](#)

All data saved.

Recommendations and Assurances

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2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Previous Section
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Current Section
Recommendations and Assurances

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