

The School Plan for Student Achievement

School: Canyon Springs Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Julie Martinez
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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

Canyon Springs Community School's Vision and Mission Statements

Our Vision is to provide an inspiring and engaging environment that develops responsible learners and independent citizens who think critically, collaboratively and contribute positively to a diverse community.

Our Mission is to embrace our diversity and our similarities by creating and maintaining an alliance among parents, students, educators and community. We are committed to implementing rigorous curriculum and instruction that provides a learning environment where all children develop technological and essential skills needed to become successful life-long learners and leaders in our global community.

School Profile

Canyon Springs is located in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs is a school wide Title One school currently educating 511 students in 18 regular education classes, one Learning Disabled Special Day Class, one Deaf and Hard of Hearing class, and two District ACE Special Day Classes. The support staff includes 1 full time Speech and Language Pathologist, one full time Resource Teacher, 1 40%, K-6 TOSA (Teacher on Special Assignment) an Audiologist, a school Psychologist, Adaptive P.E. Teachers, Deaf and Hard of Hearing Itinerant Teachers and Occupational Therapist. Canyon Springs also houses one of the District's two State Preschools. The State Preschool Program at Canyon Springs is offered at no cost to low income families and helps almost 80 children per year prepare for a successful educational career. Preschool staff collaborates with kindergarten teachers, special service providers and administrators to articulate instructional goals, develop transitional learning plans, develop and practice emergency procedures to ensure student safety, as well as parent involvement opportunities. Approximately 80 2nd -6th grade Canyon Springs students benefit from the after school ASES (After School education and Safety) Program, which provides academic support and enrichment until 6 p.m. every school day. Canyon Springs is an ethnically diverse school with 88% Hispanic students, 8% White students, 2 % African American students, and 1 % students from other ethnic backgrounds. The school is linguistically diverse with 39% of students identified as English Learners. Although Spanish is the dominant non-English home language, there are 6 other home languages used by students in the school. Canyon Springs staff works with District support personnel to evaluate various sources of data related to student achievement and school climate. Following local and state assessments, survey results and input provided by teachers, parents, and school committees, the School Site Council updates the Single Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential. A number of dedicated parents make up the Canyon Springs School PTA. Canyon Springs School PTA provides fun-filled family events and supports the school's programs and activities such as: School Assemblies, Fall Festival, Red Ribbon Week and Family Restaurant Nights. Canyon Springs School PTA fundraisers support field trips for every grade level and school wide enrichment art, music and movement. At monthly assemblies students are recognized for their academic achievement, effort, attendance, and citizenship accomplishments. Students and parents are recognized during an Accelerated Reader Celebration of Learning and Achievement Assembly. Dedicated staff, students and parents make Canyon Springs Community School an exceptional school where every student is held to the highest of expectations and challenged to always try their very best.

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 (and Assistant Principal), walks through classrooms to support teachers in standards implementation, classroom management, and monitoring of programs. Both administrator(s) 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 an 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

Regular school attendance - Students who are chronically absent or tardy do not have the same opportunities in learning as their peers who come to school regularly.

Achievement gap - The challenge of closing the achievement gap can be achieved by providing differentiation in learning needs and continuously monitoring the effectiveness of the support through data analysis and collaboration.

Parent involvement - Involving parents in the home/school partnership builds the collaborative home/school culture to support high student expectations. Working parents or parents of students with primary home language other than English may lack time and resources. Some parents may feel uncomfortable to initiate and participate in meetings, ask questions and help their child with homework.

Learning support - The schoolwide support to provide and monitor differentiated learning has been inconsistent from one year to next, leaving gaps in data analysis and consequent effectiveness of the programs.

Planning for rigor - Continue to provide learning opportunities for teachers to develop and execute rigorous lessons with focus on higher level thinking skills.

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	73	74	62	73	74	60	73	74	60	100	100	96.8
Grade 4	82	75	77	80	75	77	80	74	75	97.6	100	100
Grade 5	69	88	70	68	88	70	68	88	69	98.6	100	100
Grade 6	88	74	88	88	72	88	88	72	88	100	97.3	100
All Grades	312	311	297	309	309	295	309	308	292	99	99.4	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	2422.3	2412.6	2413.8	18	18.92	20.00	21	25.68	25.00	38	27.03	28.33	23	28.38	26.67
Grade 4	2462.5	2455.7	2454.2	23	17.57	21.33	21	25.68	26.67	24	27.03	21.33	33	29.73	30.67
Grade 5	2499.2	2503.7	2491.1	16	27.27	14.49	31	20.45	36.23	26	19.32	18.84	26	32.95	30.43
Grade 6	2506.9	2512.8	2536.9	8	12.50	21.59	33	30.56	28.41	31	33.33	32.95	28	23.61	17.05
All Grades	N/A	N/A	N/A	16	19.48	19.52	27	25.32	29.11	30	26.30	25.68	28	28.90	25.68

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	18	20.27	21.67	51	41.89	43.33	32	37.84	35.00
Grade 4	21	22.97	17.33	43	47.30	53.33	36	29.73	29.33
Grade 5	19	32.95	20.29	46	37.50	53.62	35	29.55	26.09
Grade 6	14	15.28	27.27	51	47.22	45.45	35	37.50	27.27
All Grades	18	23.38	21.92	48	43.18	48.97	35	33.44	29.11

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	22	14.86	18.33	51	54.05	50.00	27	31.08	31.67
Grade 4	19	16.22	16.00	56	54.05	49.33	25	29.73	34.67
Grade 5	25	32.95	20.29	46	38.64	42.03	29	28.41	37.68
Grade 6	15	12.50	22.73	51	56.94	52.27	34	30.56	25.00
All Grades	20	19.81	19.52	51	50.32	48.63	29	29.87	31.85

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	19	10.81	15.00	62	70.27	65.00	19	18.92	20.00
Grade 4	16	9.46	17.33	69	71.62	66.67	15	18.92	16.00
Grade 5	19	25.00	11.59	60	62.50	59.42	21	12.50	28.99
Grade 6	10	11.11	18.18	76	72.22	68.18	14	16.67	13.64
All Grades	16	14.61	15.75	67	68.83	65.07	17	16.56	19.18

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	25	35.14	21.67	63	48.65	51.67	12	16.22	26.67
Grade 4	18	14.86	22.67	58	64.86	45.33	25	20.27	32.00
Grade 5	35	30.68	18.84	49	35.23	59.42	16	34.09	21.74
Grade 6	22	25.00	32.95	60	54.17	54.55	18	20.83	12.50
All Grades	24	26.62	24.66	58	50.00	52.74	18	23.38	22.60

Conclusions based on this data:

1. When looking at the overall achievement for all students, the percent of students in standard exceeded and standard met increased by 3.83% from 2017-2018.
2. The Listening Claim continues to have the fewest percentage of students above standard. Additionally, the greatest percentage of students at or near standard.
3. The Writing Claim has the greatest percentage of students below standard.

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	73	74	62	73	74	61	73	74	61	100	100	98.4
Grade 4	82	75	77	81	75	77	81	74	77	98.8	100	100
Grade 5	68	88	70	67	88	70	67	88	70	98.5	100	100
Grade 6	87	74	88	87	74	88	87	74	88	100	100	100
All Grades	310	311	297	308	311	296	308	310	296	99.4	100	99.7

* 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	2426.8	2424.6	2426.2	19	16.22	9.84	19	29.73	31.15	41	22.97	36.07	21	31.08	22.95
Grade 4	2472.9	2457.3	2459.6	17	10.81	12.99	21	21.62	29.87	42	36.49	28.57	20	31.08	28.57
Grade 5	2477.3	2493.1	2461.4	10	20.45	11.43	16	15.91	12.86	34	22.73	21.43	39	40.91	54.29
Grade 6	2486.5	2512.0	2538.3	9	16.22	26.14	10	16.22	22.73	40	32.43	23.86	40	35.14	27.27
All Grades	N/A	N/A	N/A	14	16.13	15.88	17	20.65	23.99	40	28.39	27.03	30	34.84	33.11

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	25	28.38	24.59	48	37.84	39.34	27	33.78	36.07
Grade 4	27	18.92	28.57	35	35.14	31.17	38	45.95	40.26
Grade 5	13	25.00	11.43	36	27.27	30.00	51	47.73	58.57
Grade 6	13	24.32	32.95	40	33.78	32.95	47	41.89	34.09
All Grades	19	24.19	25.00	40	33.23	33.11	41	42.58	41.89

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	19	24.32	11.48	47	44.59	63.93	34	31.08	24.59
Grade 4	23	12.16	15.58	46	47.30	45.45	31	40.54	38.96
Grade 5	10	20.45	14.29	37	34.09	34.29	52	45.45	51.43
Grade 6	9	12.16	25.00	40	48.65	42.05	51	39.19	32.95
All Grades	16	17.42	17.23	43	43.23	45.61	42	39.35	37.16

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	26	25.68	18.03	60	47.30	57.38	14	27.03	24.59
Grade 4	20	20.27	18.18	51	47.30	45.45	30	32.43	36.36
Grade 5	10	17.05	10.00	48	43.18	35.71	42	39.77	54.29
Grade 6	11	14.86	25.00	51	52.70	40.91	38	32.43	34.09
All Grades	17	19.35	18.24	52	47.42	44.26	31	33.23	37.50

Conclusions based on this data:

1. When looking at the overall achievement for all students, the percent of students in standard met increased by 3.34% from 2017-2018.
2. When looking at Problem Solving & Modeling/Data Analysis, the percentage at or near standard increased by 2.38%.
3. The claim that continues to be the most difficult is Concept and Procedures. This is the claim with the most percent of students below standard.

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	22.2	20	16.7
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, and LCAP survey results, Williams Compliance Quarterly Report, LCAP Survey
Findings from the Analysis of this Data: Overall attendance rate: 95.4%; 3% of students participated in counseling; monthly safety drills were conducted; 12% of EL parents attended ELAC; "0" findings on William's 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 William's Compliant report; continue to gather evidence from staff, student, parent surveys.
Strategy: 1. Provide instructional materials for preschool-6th grade 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. Purchase Instructional Materials and Supplies for Classrooms.	August 2018 to June 2019	Principal Teacher	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base 10768
B. Teachers will use district adopted textbook material.	August 2018 to June 2019	Principal Teacher	District Curriculum Benchmark Advance Math Expressions No Cost	4000-4999: Books And Supplies	District Funded 0

Strategy:

2. 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. Purchase Starfall.	August 2018 to June 2019	Principal Teachers	Technology Starfall	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration 270

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Site will purchase Custodial Supplies to maintain a safe and clean environment.	August 2018 to June 2019	Principal	Custodial Supplies Cleaning Supplies Repair and Replacement Materials and Supplies	5000-5999: Services And Other Operating Expenditures	LCFF-Base 10,000
B. Maintain safe playgrounds and classrooms in good repair by completing safety walks.	August 2018 to June 2019	Principal	Campus Safety No Cost		0

Strategy:

4. Maintain noon 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	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
A. Provide noon supervisor schedule.	August 2018 to June 2019	Principal	Noon Supervisor Schedule No Cost			0
B. Provide extra hourly pay to noon supervisors/instructional aides as needed.	August 2018 to June 2019	Principal	Noon Supervisor Extra Duty Hours	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental/Conce ntration 3000-3999: Employee Benefits Supplemental/Conce ntration	LCFF-Base LCFF-Base LCFF-Base LCFF-Base	2,100 220 2530 200
C. Provide noon supervisor trainings.	August 2018 to June 2019	Principal	No Cost/Minimum Days Noon Supervisor Trainings			0

Strategy:

5. Conduct safety drills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
A. Conduct monthly drills, including earthquake, 3-in-1 and Lockdown drills.	August 2018 to June 2019	Principal	Safety Drills No Cost			0

Strategy:

6. Provide annual mandatory training to school site staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Site will provide training for certificated staff.	August 2018 to June 2019	Principal	PDD Tuesdays No Cost		0

Strategy:

7. Regularly monitor attendance of all students, especially unduplicated student population, and provide site based and District wide incentives to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Site will provide an Office Assistant to communicate with parents and verify absences.	August 2018 to June 2019	Principal Office Staff	Bilingual Office Assistant 2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	14,588
B. Site will implement monthly attendance incentive and recognition program throughout the school year.	August 2018 to June 2019	Principal Office Staff	Attendance No Cost	3000-3999: Employee Benefits LCFF-Supplemental/Concentration	4,266
C. Purchase attendance and behavior incentives.	August 2018 to June 2019	Principal Office Staff	Attendance Incentives	4000-4999: Books And Supplies LCFF-Base	1000
D. Organize and facilitate SART meetings to review attendance and help families with excessive tardies and absences.	August 2018 to June 2019	Principal Office Staff Parents	Attendance No Cost		0
E. Parents of K-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at the school site.	August 2018 to June 2019	Principal Office Staff	Attendance Training No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
F. The District and site will adopt October as perfect attendance month and district-wide, will recognize students with perfect attendance.	August 2018 to June 2019	Principal Office Staff District Office	Attendance No Cost		0
G. Site will identify students/families with chronic tardies and absences and work with the district Social Worker to assist families in getting students to school.	August 2018 to June 2019	Principal Office Staff Social Worker	Attendance No Cost Social Worker		0

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

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:
All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum obtaining proficient or better in reading/language arts and mathematics.
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.
SMART goals by grade level for ELA/Math and overall school goals for ELs/LTEs. GOAL 1A: All students will score 80% or higher on the District Benchmark Assessment by June of 2019. All students will make at least a 10% increase of baseline CAASPP ELA scores. GOAL 1B: All students will score 80% or higher on the District Math Benchmark Assessment by June of 2019. All students will make at least a 10% increase of baseline CAASPP math scores by June of 2019. GOAL 1C: All high priority students (EL's-especially students at-risk of becoming long term English learners (LTEL's), socio-economically disadvantaged-SED, and students with disabilities-SWD) will make at least one year's growth in their independent reading level according to their STAR Reading assessments by June of 2019. All high priority students' scores will make a 10% increase of baseline CAASPP scores by June of 2019.
Data Used to Form this Goal:
CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative Assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, Benchmark Advance Assessments, Math Expressions Assessments

Findings from the Analysis of this Data:

Analysis of student scores from CAASPP ELA Assessment:

SBAC Scores indicate grades 3rd – 6th have at least 48.45% of students meeting or exceeding grade level standards. The area of greatest need is in the Writing Claim with 31.96% of students below grade level standards. 3rd grade 45% of students are meeting or exceeding grade level standards. 4th grade 48% of students are meeting or exceeding grade level standards. 5th grade 50.72% of students are meeting or exceeding grade level standards. 6th grade 49.43% of students are meeting or exceeding grade level standards.

Analysis of student scores from the CAASPP Math Assessment:

SBAC Scores indicate grades 3rd – 6th have at least 40.41% of students meeting or exceeding grade level standards. The area of greatest need is in the Concepts and Procedures with 41.44% of students below grade level standards. 3rd grade 40.99% of students are meeting or exceeding grade level standards. 4th grade 44% of students are meeting or exceeding grade level standards. 5th grade 24.63% of students are meeting or exceeding grade level standards. 6th grade 49.43% of students are meeting or exceeding grade level standards.

How the School will Evaluate the Progress of this Goal:

District Benchmark Assessment (TK-6), Portfolio, Goal Setting and EL Assessments (grades TK-2), AR Reading Reports (K-6) meeting 85% RC Accuracy Goal, Star Reading Assessment Results, 5th Grade Science Scores, ELPAC Scores, ELD Matrix, CAASPP Scores

Strategy:

1. Provide professional development to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will be released for professional development and meetings/trainings.	August 2018 to June 2019	Principal	Extra Duty Professional Development Leadership	1000-1999: Certificated Personnel Salaries	Title I	3,363
B. Provide professional development for research-based programs/practices (Imagine Learning, SST Online, Renaissance Learning, Benchmark Advance)	August 2018 to June 2019	Administration Teachers Leadership Trainers	Imagine Learning Trainer Leadership Teachers Principal No Cost	3000-3999: Employee Benefits	Title I	660
						0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
C. Provide professional development for math programs/practices (Math Expressions, Imagine Learning) - PD Tuesdays	August 2018 to June 2019	Administration Teachers Leadership Trainers	PDD Tuesdays No Cost		0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Teachers will meet regularly to improve ELA units, refine assessments and evaluate assessment data.	August 2018 to June 2019	Principal Teachers	PDD Tuesdays CCM Time No Cost		0

Strategy:
3. Purchase California State supplementary and/or digital standards based materials (i.e. Imagine Learning, BrainPop, Renaissance Products, Academic Vocabulary Toolkit) to assist with intervention programs for students at risk and for enrichment programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Purchase materials and supplies	August 2018 to June 2019	Principal	Material and Supplies	4000-4999: Books And Supplies	1000
B. Implement Imagine Learning Language and Literacy.	August 2018 to June 2019	Principal Teachers	PDD Tuesdays Imagine Learning Literacy District Provided No Cost		0
C. Purchase and Implement Imagine Math.	August 2018 to June 2019	Principal Leadership Team Teachers	PDD Tuesdays Intervention Program	4000-4999: Books And Supplies LCFF-Supplemental/Concentration	8500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Teachers will systematically provide targeted intervention daily within small group instruction.	August 2018 to June 2019	Principal Leadership Team Teachers	Targeted Intervention			0
E. Purchase Brain Pop.	August 2018 to June 2019	Principal Teachers	Technology Brain Pop	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2395

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. Teachers will meet regularly to improve ELA and Math units, refine assessments and evaluate assessment data.	August 2018 to June 2019	Principal Teachers	Planning Time Professional Development	1000-1999: Certificated Personnel Salaries	Title I	3,000
B. Teachers will meet regularly to improve units, refine assessments, and evaluate assessment data, to specifically address EL students' needs to occur during Enrichment Collaboration time (Cultivating Creative Minds).	August 2018 to June 2019	Principal Teachers	CCM No Cost	3000-3999: Employee Benefits	Title I	350

Strategy:

5. Continue to assist teachers with monitoring student data to assist with providing intervention as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement District Benchmarks in ELA/ELD and math.	August 2018 to June 2019	Principal Teachers	District Funded No Cost			0
B. Hire substitutes for teachers for student assessments.	August 2018 to June 2019	Principal	Substitutes	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	3,200 400
C. Teachers will hold goal setting conferences.	August 2018	Principal Teachers	District Directed No Cost			0
D. Teachers will meet every 6 - 8 weeks to formally monitor students/groups and design differentiated instructional opportunities to meet students' academic needs.	August 2018 to June 2019	Principal Teachers	PDD Tuesdays CCM No Cost			0
E. Hold monthly IEP days.	August 2018 to June 2019	Principal Teachers	Substitutes No cost - district provided			0
F. Hire instructional assistants to support TK and Kindergarten classrooms.	August 2018 to June 2019	Principal Teachers	Instructional Assistants	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	4913 1887

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	Funding Source
A. Provide after school intervention using Imagine Learning and Imagine Math.	August 2018 to June 2019	Principal Teachers	Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Title I Benefits	Title I 10,752 2,000
B. Coordinate with and provide facilities for the SSUSD ASES program.	August 2018 to June 2019	Principal ASES Administrator ASES Staff	No Cost		0

Strategy:

7. Provide additional instructional minutes to increase the percent of English Learners (EL's) 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	Funding Source
A. Teachers will implement Intervention time during ELA ensuring equitable access for all high priority students.	August 2018 to June 2019	Principal Teachers TOSA's Leadership Team	Intervention No Cost		0
B. Provide daily Designated ELD instruction to EL students to increase the percent of EL's making progress.	August 2018 to June 2019	Principal Teachers Leadership Team	ELD Instruction No Cost		0
C. Teachers will implement Integrated ELD including GLAD strategies and SDAIE throughout the instructional day.	August 2018 to June 2019	Principal Teachers EL Program Coordinator	ELD Instruction No Cost		0
D. Implement CA State ELD Standards for all EL students and support teachers with continued CA State ELD standards based Professional Development.	August 2018 to June 2019	Principal Teachers Leadership Team	District Training No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
E. Teachers will implement 30 minutes of intervention time, 5 times per week within different grade levels during the school year, ensuring equitable access for all high priority students.	August 2018 to June 2019	Principal Teachers	Intervention (Imagine Learning Literacy and Imagine math)		0

Strategy:

8. Provide before or after school tutoring 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. Provide before and after school tutoring to increase at risk students attaining ""Met"" or ""exceeded"" Standards on the SBAC.	August 2018 to June 2019	Principal Teachers	See Goal 2, Strategy 6 Action A	1000-1999: Certificated Personnel Salaries	0
B. Purchase materials and supplies for EL students as needed.	August 2018 to June 2019	Principal Teachers Leadership Team	EL Materials and Supplies	4000-4999: Books And Supplies Title I	500

Strategy:

9. Support EL's and ELD instruction.

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 to June 2019	Principal Teachers	No Cost		0
B. Teachers will observe the District English Learner Coordinator in their classroom.	August 2018 to June 2019	Principals Teachers EL Coordinator	No Cost		0

Strategy:
 10. Support and implement new summative English Language Proficiency Assessment for California (ELPAC) that will be replacing the CELDT 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. Hire Classified to conduct ELPAC Testing.	August 2018 to June 2019	Principal District Office EL Coordinator	ELPAC District Funded No Cost		0
B. Train classified and certificated staff to administer English Language Proficiency Assessments for California (ELPAC).	August 2018 to June 2019	Principal District Office EL Coordinator	ELPAC District Funded No Cost		0
C. Hire EL instructional aides to monitor EL paperwork/assist in the classrooms/provide translation.	August 2018 to June 2019	Principal Teachers	Instructional Aide EL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Title I Benefits 2000-2999: Classified LCFF-Base Personnel Salaries 3000-3999: Employee LCFF-Base Benefits	2000 75 950 50

Strategy:
 11. Provide trained staff to administer the Initial English Language Proficiency Assessment for California (ELPAC).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Hire substitutes during ELPAC testing.	August 2018 to June 2019	Principal	District Funded No Cost		0

Strategy:
 12. Teacher on Special Assignment (TOSA) support to provide in school intervention, Response to Intervention (RtI), 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 part time Teacher on Special Assignment (TOSA) to support ELA Intervention, ensuring equitable access for all high priority students.	August 2018 to June 2019	Principal TOSA	TOSA Intervention RTI	1000-1999: Certificated Personnel Salaries	29,693
				3000-3999: Employee Title I Benefits	6321

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 to June 2019	Principal Teachers	Intervention Enrichment District Funded No Cost		0
B. Distribute, monitor, collect student invitations for Academies.	August 2018 to June 2019	Principal Teachers	Intervention Enrichment District Funded No Cost		0

Strategy:

14. Continue articulation with Hart District to support students transitioning to the middle school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Administer 7th grade Math placement test for current 6th graders.	May 2019 to June 2019	Principal 6th Grade Teachers La Mesa J.H.S. Sierra Vista J.H.S.	No Cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Hire substitute to cover for Administrative Intern as needed.	August 2018 to June 2019	Principal Administrative Intern	Substitutes for Administrative Intern	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	1,704 100

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 visit the library to check out books.	August 2018 to June 2019	Principal Librarian	No Cost		0
B. Provide students Library access during recess and lunch.	August 2018 to June 2019	Principal Librarian	No Cost		0

Strategy:

17. Use Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers for students at risk.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide teachers information on the opportunity to participate in Instructional Support Coaching Cycles.	August 2018 to June 2019	Principal Teachers Title 1 TOSA	District No Cost			0

Strategy:

18. Purchase materials and resources to support the implementation of the Next Generation Science Standards (NGSS).

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 science labs and/or classrooms.	August 2018 to June 2019	Principal Teachers Science Lab Assistant	NGSS Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	500

Strategy:

19. Implement and purchase materials for visual and performing arts (VAPA) plan which focuses on arts integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide VAPA Enrichment for all students weekly.	August 2018 to June 2019	Principal Teachers	CCM VAPA	5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000
				PTA		7,948

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Provide teachers the information on the opportunity to participate in the Kennedy Arts Center Professional Development.	August 2018 to June 2019	Principal Teachers	No Cost		0

Strategy:
 20. 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	Amount
A. (1st-6th grade) Students will participate in a minimum of 200 minutes of P.E. every two weeks.	August 2018 to June 2019	Principal Teachers	No Cost		0
B. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons.	August 2018 to June 2019	Principal Teachers	No Cost		0
C. Organize Jump Rope for Heart - School wide activities.	August 2018 to June 2019	Principal Teachers	No Cost		0
D. Purchase Physical Fitness materials/equipment.	August 2018 to June 2019	Principal Teachers	PE Equipment	4000-4999: Books And Supplies	500
E. Organize PE Awards Ceremony and order awards.	August 2018 to June 2019	Principal Teachers	Certificates and Badges	4000-4999: Books And Supplies	150

Strategy:
 21. 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 Chrome Book Cart and Headphones to improve student access to technology.	August 2018 to June 2019	Principal District Office	Chrome Book Cart	4000-4999: Books And Supplies	Title I	12,000
B. Purchase equipment, materials and supplies.	August 2018 to June 2019	Principal Teachers	Misc. Apps	4000-4999: Books And Supplies	LCFF-Base	500
C. Purchase, repair, upgrade, provide maintenance, and replace technology as needed (ex: printers, headphones).	August 2018 to June 2019	Principal Computer Lab Tech.	Repair, Upgrade, Maintenance and Replacement Costs	5000-5999: Services And Other Operating Expenditures	LCFF-Base	2000
				5000-5999: Services And Other Operating Expenditures	Title I	3000

Strategy:

22. 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	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase iPads	August 2018 to June 2019	Principal	iPads	4000-4999: Books And Supplies	Title I	2,000

Strategy:

23. Provide Computer Lab Specialist and Science Lab Assistant as well as supplementary materials at to support unduplicated students' skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize a part time computer lab assistant.	August 2018 to June 2019	Principal District Office	District Funded			0
B. Utilize a part time Science lab Assistant.	August 2018 to June 2019	Principal District Office	District Funded			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
C. Principal will provide computer lab and science lab schedules for each classroom.	August 2018 to June 2019	Principal	Schedules No Cost		0

Strategy:
24. 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 Instructional Services to present Instructional Technology lessons and applications to teachers during PDT, and during regular-day classroom instructional time to coach and model.	August 2018 to June 2019	Principal Teachers Technology TOSA	No Cost PDD Tuesdays School Day		0
B. Teachers will participate in a 1-day District-provided technology training.	August 2018 to June 2019	Principal Teachers Technology TOSA Instructional Services	District Funded		0

Strategy:
25. Maintain a full day TK classroom to provide access to strong early childhood programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. TK program will implement District approved curriculum to strengthen students' academic and social/emotional needs.	August 2018 to June 2019	Principal Teachers	TK Classroom No Cost		0

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:				

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

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: Student engagement and 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, Goal Setting Conferences, Blackboard Connect, Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, 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	
How the School will Evaluate the Progress of this Goal:	
Monitor Parent Conference Schedules, Goal Setting Conferences, Blackboard Connect, Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Establish and maintain teacher websites.	August 2018 to June 2019	Principal Teachers Computer Lab Tech Office Staff	Teacher Websites District Funded 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 School Site websites.	August 2018 to June 2019	Principal Teachers Leadership Team Office Staff Computer Lab Tech	Websites District Funded No Cost		0

Strategy:

2. Increase efforts to promote parental 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. All parents will have at least weekly communication with teachers and/or schools (Ex. Blackboard Connect, flyers, notes home, phone calls, Class DOJO, etc.)	August 2018 to June 2019	Principal Teachers Leadership Team	Weekly Communication District Funded No Cost		0
B. All parents will have monthly communication with teachers and/or school (e.g. N.T.I. Blackboard Connect, Monthly Calendar, Flyers, Notes, Letters Home, Newsletters and Phone Calls Home).	August 2018 to June 2019	Principal Teachers PTA SSC ELAC GATE	Communication No Cost		0
C. Present relevant information at PTA, SSC, and ELAC meetings.	August 2018 to June 2019	Principal Teachers	Communication No Cost		0
D. District will purchase Binder Reminders for 6th grade students.	August 2018 to June 2019	Principal District Office	District Funded No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
E. Present information about academic assessments, SBAC Data, EL Data and the performance of all students/ subgroups and how the school site develops the instructional support plan at PTA, SSC, and ELAC meetings.	August 2018 to June 2019	Principal Teachers Leadership Team	No Cost		0

Strategy:

3. Continue to provide translation services to families as needed. (Ex. Sign Language Interpreters for IEPs after school, meetings, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Site will provide an Office Assistant to communicate with parents, provide translations (IEP's, written communication, etc.. and verify absences).	August 2018 to June 2019	Principal Office Assistant	Goal 1 Strategy 7 Action A		0
B. Utilize District translator services.	August 2018 to June 2019	Principal Office Manager	No Cost District Funded		0
C. Hire translators for parent meetings, (ie. IEPs, Back to School Night, Awards Assemblies, Conferences, etc.) and for Blackboard Connect messages.	August 2018 to June 2019	Principal	Translation DHH Sign Language Spanish	2000-2999: Classified Personnel Salaries Supplemental/Conce ntration	971
				3000-3999: Employee Benefits Supplemental/Conce ntration	100

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Send invitations to parents for events.	August 2018 to June 2019	Principal Office Staff Teachers	Communication No Cost		0
B. Include District events in weekly Blackboard Connect messages, on school website and on PTA Social Media pages.	August 2018 to June 2019	Principal Office Staff PTA	Communication No Cost		0

Strategy:

5. Site SSC and ELAC will continue to provide input on the Single Plan for Student Achievement (SPSA) and the School Safety Plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings.	August 2018 to June 2019	Principal Leadership Team Teachers	Communication No Cost		0
B. The site will convene a School Safety Committee, a School Site Council and an ELAC Committee.	August 2018 to June 2019	Principal Teachers	Extra Duty Hours for Teachers	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	2000 300

Strategy:

6. New Families to the District of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available. Families 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 for District provided technology resources and apps.	August 2018 to June 2019	Principal Office Staff District Office	Technology Support No Cost		0

Strategy:
7. Provide after school and evening parent workshops to increase student achievement and parental involvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide a Family Science, Math and/or ELA Nights.	August 2018 to June 2019	Principal Teachers Leadership Team PTA	Family Nights	1000-1999: Certificated Personnel Salaries	1500
B. Provide Parent Informational Workshops	August 2018 to June 2019	Principal Teachers	Workshops	1000-1999: Certificated Personnel Salaries	384
				3000-3999: Employee Benefits	72

Strategy:
8. Invite Hart District feeder schools to collaborate with families in preparation for a successful middle 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 field trip to the feeder junior high school.	March 2019 to June 2019	Principal Teachers	6th Grade Field Trip	5000-5999: Services And Other Operating Expenditures	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition.	March 2019 to June 2019	Principal Teachers	Middle School Collaboration PDD Tuesday No Cost		0
C. Teachers will get a full day substitute to visit the local junior high school to spend the day meeting with the teachers to support students as they transition from elementary to junior high school.	May 2019 to June 2019	Principal Teachers	Teacher Collaboration	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	500 100

Strategy:

9. Provide new parent orientation meetings with District Staff to welcome our new families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Invite parents to attend District meetings.	August 2018 to June 2019	Principal District Staff	Communication No Cost		0
B. Coordinate New Family Open House.	August 2018 to June 2019	Principal District Staff	Communication No Cost		0

Strategy:

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

Strategy:

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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

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.
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.
Data Used to Form this Goal: Surveys, Counseling attendance sheets, Discipline reports
Findings from the Analysis of this Data: Increase from 62% to 75% of student's shared high levels of connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 77% 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

Strategy: 1. Increase students reporting positive relationships and safety.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Give 5th grade students the CA Healthy Kids Survey (CHKS) and the Student LCAP Survey	February - May 2018	Principal Teachers	No cost	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
B. Provide Health Supplies	August 2018 - June 2019	Principal Office Staff	Health Supplies	LCFF-Base	500

Strategy:

2. Provide teacher collaboration time to identify students at risk, as well as, implement the Multi-Tiered System of Supports at school sites 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. Hire subs for release time for initial Tier I, 2, 3 data analysis of SBA data and STAR Reading data to identify students at risk in the areas of reading and math.	August 2018 - June 2019	Principal Teachers	Release Time Subs	1000-1999: Certificated Personnel Salaries	Title I 2,200
B. Hold regular Leadership Team Meetings.	August 2018 - June 2019	Principal Teachers	Release Time Subs	1000-1999: Certificated Personnel Salaries	Title I 2835.40
C. Hold regular Tier Meetings with teachers to identify students whose behavior or academics require a Tier/SST meeting.	August 2018 - June 2019	Principal Teachers	Extra Duty Release Time Subs	1000-1999: Certificated Personnel Salaries	Title I 1,464
D. Provide teachers collaboration time to identify students at risk in the area of social emotional and academics.	August 2018 - June 2019	Principal Teachers	PD Tuesday's CCM No Cost	3000-3999: Employee Title I Benefits	Title I 462 0

Strategy:

3. Increase small group counseling by providing services for all students, including English Learners, Low Income, and Foster Youth, opportunities for identified students to support their social/emotional and academic success in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide small group counseling for identified students to support their social success in school. Provide weekly Social Skills Group ensuring equitable access for all high priority students.	August 2018 - June 2019	Principal Psychologist	Counseling Psychologist No Cost		0
B. Provide educationally related intensive counseling services (ERICs) for identified students with special needs to address social, emotional and behavioral problems that will increase student attendance and achievement, including those students that are also English Learners, low-income, and Foster Youth.	August 2018 - June 2019	Principal Psychologist	Psychologist No Cost		0
C. Provide small group counseling for identified students to support their social and academic success in school.	August 2018 - June 2019	Principal Psychologist Counselor Teachers	Counseling Services 5000-5999: Services And Other Operating Expenditures	LCFF-Base LCFF- Supplemental/Conce ntration	1500 1500

Strategy:

4. Maintain the behavioral intervention specialist and behavioral intervention assistants at the District level to support students, especially Low Income, Foster Youth, and English Learners, 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	Amount
A. Utilize District Behavior Specialist.	August 2018 - June 2019	Principal Teachers School Psychologist	District Funded No Cost Psychologist		0

Strategy:

5. Show an increase of 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	Funding Source	Amount
A. Provide the LCAP Parent Survey.	August 2018 - June 2019	Principal District Office	LCAP Survey No Cost		District Funded	0

Strategy:

6. Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kids' Hearts, AR Incentive Programs, spirit assemblies, etc.) that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Support Accelerated Reader Incentive program to increase student achievement in the area of reading, ensuring equitable access for all high priority students.	August 2018 - June 2019	Principal Teachers	Accelerated Reader District Funded No Cost			0
B. Teachers will attend training for Character Counts and Kelso's Choices. Teachers will implement Character Counts and Kelso's Choices components in their classrooms throughout the year.	August 2018 - June 2019	Principal Teachers Noon Supervisors	Character Counts program training	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000
C. Principal will address Character Counts components and Kelso's Choice at school assemblies.	August 2018 - June 2019	Principal	Kelso's Choice School Assemblies No Cost			0
E. Site will recognize students at monthly award assemblies who demonstrate Character Counts Traits.	August 2018 - June 2019	Principal Teachers	Assemblies No Cost			0
F. 4th - 6th graders will participate in the Santa Clarita Valley DFY Program.	August 2018 - June 2019	Principal Teachers	DFY District Funded		District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
G. 6th grade students will participate in Tobacco Use Prevention Education (TUPE).	August 2018 - June 2019	Principal Teachers	TUPE District Funded	District Funded	0
H. Students will participate in the STAR Deputy Program.	August 2018 - June 2019	Principal Teachers	STAR Deputy	5000-5999: Services And Other Operating Expenditures Title I	7264.60
I. Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while on-line.	August 2018 - June 2019	Principal Teachers	CIPA District Funded	District Funded	0

Strategy:

7. Continue to support unduplicated count by having LVN's at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Utilize District LVN at school site.	August 2018 - June 2019	Principal	LVN District Funded	District Funded	0

Strategy:

8. Hire school social worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their education experience, as well as, provide additional professional development for the social worker to support students, especially Low Income, Foster Youth, and English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Utilize District Social Worker.	August 2018 - June 2019	Principal	Social Worker District Funded	District Funded	0

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				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	41
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	726
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/Conce ntration	562
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	92
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	56
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	981
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	956

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/Conce ntration	3,393
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries	LCFF-Base	33,919
Provide Copy Machines	August 2018 to June 2019	Business Department		3000-3999: Employee Benefits	LCFF-Base	2,931
				5000-5999: Services And Other Operating Expenditures	LCFF-Base	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	4,793
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	1,865
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	August 2018 to June 2019	Educational Services Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	40000
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	6,786
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Services	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17000

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 20
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	LCFF-Base 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- Supplemental/Conce ntration	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-Base	49048	0.00
LCFF- Supplemental/Concentration	35920	0.00
Title I	100940	0.00
PTA	7948	0.00
Misc. Grants	2000	2,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	35,920.00
LCFF-Base	49,048.00
PTA	7,948.00
Title I	100,940.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	62,595.40
2000-2999: Classified Personnel Salaries	28,052.00
3000-3999: Employee Benefits	17,813.00
4000-4999: Books And Supplies	40,083.00
5000-5999: Services And Other Operating Expenditures	24,364.60
5800: Professional/Consulting Services And Operating	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		0.00
	District Funded	0.00
	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
	LCFF- Supplemental/Concentration	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	18,089.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	4,666.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	11,165.00
	LCFF-Base	500.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	8,788.00
2000-2999: Classified Personnel Salaries	LCFF-Base	7,963.00
3000-3999: Employee Benefits	LCFF-Base	3,279.00
4000-4999: Books And Supplies	LCFF-Base	14,418.00
5000-5999: Services And Other Operating	LCFF-Base	14,100.00
	PTA	7,948.00
1000-1999: Certificated Personnel Salaries	Title I	53,307.40
2000-2999: Classified Personnel Salaries	Title I	2,000.00
3000-3999: Employee Benefits	Title I	9,868.00
4000-4999: Books And Supplies	Title I	14,500.00
5000-5999: Services And Other Operating	Title I	10,264.60
5800: Professional/Consulting Services	Title I	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,942.00
Goal 2	112,761.00
Goal 3	6,777.00
Goal 4	22,726.00
Goal 6	5,650.00
Goal 7	0.00

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
Julie Martinez, Principal	X				
Cynthia Troche, Parent				X	
Leticia Arellano, Parent				X	
Monica Vidarte, Classified			X		
Nicole Dolorfino, Parent				X	
Tracy Christensen, Parent				X	
Mayra Yoquez, Parent				X	
Maureen Teague, Teacher		X			
Lynette Vermeulen, Teacher		X			
Hanin Eid, 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

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

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 9/20/18.

Attested:

Julie Martinez

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

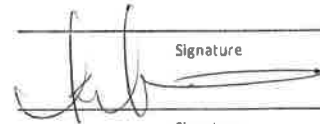
Date

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 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


Signature

X English Learner Advisory Committee

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

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

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 9/20/18.

Attested:

Julie Martinez

Typed Name of School Principal


Signature of School Principal

9-20-2018

Date

Cynthia Troche

Typed Name of SSC Chairperson


Signature of SSC Chairperson

9-26-18

Date