

# The School Plan for Student Achievement

**School:** Mitchell Community School  
**CDS Code:** 19-65045  
**District:** Sulphur Springs Union School District  
**Principal:** Dr. Marie Dacumos  
**Revision Date:** October 2018

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

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

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**The District Governing Board approved this revision of the SPSA on October 24,2018.**

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## School Vision and Mission

### Mitchell Community School's Vision and Mission Statements

The Vision of the Sulphur Springs School District is to empower all students through a relevant personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be creative innovators.

The mission of Mitchell Community School is to empower students to become lifelong learners and responsible citizens in a global community.

Vision Statement:

At Mitchell Community School our goal is to meet the diverse educational needs of our students in a safe, supporting environment that fosters responsibility, motivation and excellence in learning. The Mitchell staff joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

We are committed to the following goals:

- \*Engaging and individualized instruction
- \*Positive, student centered community
- \*21st teaching and learning
- \*High expectations for all students

## School Profile

Mitchell Community School is a true community school nestled in the Sierra Estates neighborhood in the foothills of Santa Clarita, California, about 40 miles northeast of Los Angeles. Mitchell Community School is a Title 1 school that currently educates 687 students on a traditional calendar from Transitional Kindergartners to 6th graders. We have 24 classrooms and 3 Special Day Classes. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist. We have one fully equipped computer lab, 5 mobile computer laptop carts, and a Computer Lab Specialist who works with each class on a weekly basis. Our state of the art science lab is used by all our students, TK-6, including our Special Day Classes on a weekly basis with a Science Lab Assistant who assists teachers with hands-on experiments. Our Bilingual EL Aide supports our English Learners on a regular basis and supports our Spanish speaking families by communicating with them and providing translation when needed. In addition, we have an Intervention Teacher on Special Assignment who works with students at risk in the area of reading.

Our continuing educational goal is to meet the diverse educational needs of all students. Mitchell Community School is a leader among California's elementary schools. We received the California Distinguished School Award in 1995, 2000 and 2006, and were recognized as a 2017 Honor Roll Recipient by the Educational Results Partnership, for making progress in closing the achievement gap. All students are provided a challenging curriculum with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel support student success. The use of technology is integrated throughout the curriculum and enhances school operations. Each classroom is equipped with state of the art technology, including a Smartboard, teacher laptop, teacher iPad, sound system and document camera. Classes continue to receive more technology by adding a second Smartboard and a 1:3 student/iPad ratio. School pride is evident throughout the campus and a sense of family can be felt from the office to the play yard to the classrooms. At monthly assemblies, students are recognized for their accomplishments and achievements. Students and staff are encouraged to wear "spirit wear" during those assemblies, so the sea of blue and yellow on those Fridays is a testament to the school's spirit. Student Council members assist with assemblies and plan different events throughout the school year. Parent support and involvement in all aspects of our school is a proud tradition of the Mitchell Community. Mitchell has a very active PTA who work tirelessly to host many events. Our Mitchell traditions include the Fall Festival and Silent Auction, the Winter Dance, Holiday

Boutique, Scholastic Book Fairs, Earth Week, 6th grade Business Day and Student Variety Show. Classroom volunteers are seen working in classrooms throughout the campus and in the office workroom. Parents help support teachers and the school with endless fundraising efforts and through the many school events they host.

Mitchell Community School makes a concentrated effort to ensure that students, parents, and staff feel a sense of belonging. That community involvement is the reason for Mitchell's continued success. Even as our community continues to change and grow, we are confident that our tradition of family will remain strong and help our students "Soar to Success".

## **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 2017 - 2018 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**

We have a need to train staff on assisting parents, and how to reach out and work with parents as equal partners in their children's education. We need to ensure that teachers and families have the knowledge and tools to help students.

One of the growing populations at our site is our English Learners. The staff is continually working to ensure that the EL students receive access to core instruction, and their parents are able to access resources to best support their children.

Another growing population at our site is our Socio Economically Disadvantaged (SED) students. The staff is continually working to ensure that SED students receive access to core instruction, and their parents are able to access resources to best support their children.

Although teachers have the opportunity to collaborate twice a month, we still need to create other avenues for teacher collaboration for lesson planning and data analysis.



## 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	80	94	108	79	93	107	79	93	107	98.8	98.9	99.1
Grade 4	88	83	96	88	83	96	88	83	96	100	100	100
Grade 5	85	88	89	85	88	89	85	88	89	100	100	100
Grade 6	93	80	93	92	80	93	92	80	93	98.9	100	100
All Grades	346	345	386	344	344	385	344	344	385	99.4	99.7	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	2427.3	2443.0	2409.2	28	32.26	23.36	25	23.66	24.30	19	22.58	14.95	28	21.51	37.38
Grade 4	2464.3	2471.8	2495.0	28	19.28	37.50	18	37.35	27.08	24	21.69	19.79	30	21.69	15.63
Grade 5	2508.1	2526.7	2510.2	24	23.86	21.35	32	44.32	34.83	21	19.32	22.47	24	12.50	21.35
Grade 6	2575.3	2526.0	2554.5	34	16.25	22.58	40	35.00	41.94	17	26.25	19.35	9	22.50	16.13
All Grades	N/A	N/A	N/A	28	23.26	26.23	29	34.88	31.69	20	22.38	18.96	22	19.48	23.12

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	32	37.63	22.43	38	37.63	43.93	30	24.73	33.64	
Grade 4	16	24.10	33.33	58	60.24	48.96	26	15.66	17.71	
Grade 5	21	25.00	23.60	55	60.23	55.06	24	14.77	21.35	
Grade 6	35	23.75	30.11	47	47.50	54.84	18	28.75	15.05	
All Grades	26	27.91	27.27	50	51.16	50.39	24	20.93	22.34	

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	20	32.26	17.76	53	48.39	44.86	27	19.35	37.38
Grade 4	24	22.89	31.25	41	54.22	54.17	35	22.89	14.58
Grade 5	28	30.68	32.58	48	57.95	41.57	24	11.36	25.84
Grade 6	42	23.75	38.04	45	47.50	40.22	13	28.75	21.74
All Grades	29	27.62	29.43	47	52.03	45.31	24	20.35	25.26

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	30	20.43	22.43	44	67.74	55.14	25	11.83	22.43
Grade 4	17	20.48	23.96	68	63.86	66.67	15	15.66	9.38
Grade 5	22	25.00	17.98	62	65.91	65.17	15	9.09	16.85
Grade 6	22	15.00	18.28	73	70.00	73.12	5	15.00	8.60
All Grades	23	20.35	20.78	63	66.86	64.68	15	12.79	14.55

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	27	27.96	24.30	48	54.84	37.38	25	17.20	38.32
Grade 4	22	22.89	31.25	59	54.22	54.17	19	22.89	14.58
Grade 5	28	34.09	29.21	56	54.55	51.69	15	11.36	19.10
Grade 6	51	16.25	40.86	43	63.75	49.46	5	20.00	9.68
All Grades	32	25.58	31.17	52	56.69	47.79	16	17.73	21.04

**Conclusions based on this data:**

1. In overall achievement for ELA, the number of students in Grade 3 who met or exceeded standards has declined. In Grade 4 and 5, the number of students who exceeded standards increased and there was a decrease in the number of students who nearly met or did not meet standards. In Grade 6, the number of students who exceeded and met standards increased. In Research, our students showed slight growth in the percentage of students above standard.
2. In Writing, our students we made little growth, and showed an increase of students scoring below standard in most grades, except in Grades 4 and 6. We must continue providing professional development to teachers in the area of writing, as well as focus our teaching on the College and Career Standards in Writing.
3. We need to continue targeting our EL students and Socio-Economically Disadvantaged students. These groups of students are still performing significantly lower than our other students. Additionally, we need to provide further support for our Students with Disabilities.

## 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	80	94	108	79	93	108	79	93	108	98.8	98.9	100
Grade 4	88	83	96	88	83	96	88	83	96	100	100	100
Grade 5	85	89	89	85	89	89	85	89	89	100	100	100
Grade 6	92	80	93	91	80	93	91	80	93	98.9	100	100
All Grades	345	346	386	343	345	386	343	345	386	99.4	99.7	100

\* 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	2430.8	2444.2	2414.4	20	21.51	16.67	34	31.18	25.00	20	32.26	25.00	25	15.05	33.33
Grade 4	2467.3	2473.8	2483.4	19	12.05	18.75	20	36.14	28.13	36	33.73	39.58	24	18.07	13.54
Grade 5	2489.3	2519.0	2508.0	16	25.84	25.84	20	25.84	20.22	28	22.47	24.72	35	25.84	29.21
Grade 6	2566.6	2528.3	2538.8	33	23.75	26.88	33	20.00	19.35	20	30.00	31.18	14	26.25	22.58
All Grades	N/A	N/A	N/A	22	20.87	21.76	27	28.41	23.32	26	29.57	30.05	24	21.16	24.87

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	37	33.33	28.70	37	43.01	29.63	27	23.66	41.67
Grade 4	24	25.30	30.21	40	45.78	38.54	36	28.92	31.25
Grade 5	27	35.96	31.46	29	30.34	28.09	44	33.71	40.45
Grade 6	45	32.50	34.41	37	28.75	34.41	18	38.75	31.18
All Grades	33	31.88	31.09	36	37.10	32.64	31	31.01	36.27

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	28	30.11	25.00	51	50.54	39.81	22	19.35	35.19
Grade 4	22	19.28	26.04	43	53.01	48.96	35	27.71	25.00
Grade 5	12	26.97	24.72	42	43.82	44.94	46	29.21	30.34
Grade 6	34	23.75	23.66	46	48.75	44.09	20	27.50	32.26
All Grades	24	25.22	24.87	45	48.99	44.30	31	25.80	30.83

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	29	25.81	28.70	51	59.14	42.59	20	15.05	28.70
Grade 4	24	26.51	23.96	42	50.60	48.96	34	22.89	27.08
Grade 5	9	19.10	15.73	53	52.81	55.06	38	28.09	29.21
Grade 6	32	23.75	25.81	56	45.00	39.78	12	31.25	34.41
All Grades	24	23.77	23.83	50	52.17	46.37	26	24.06	29.79

**Conclusions based on this data:**

1. In overall achievement for Math, our Grade 3 class showed a decline in the % of students who have exceeded or met standards and an increase in students who have not met standards. In Grade 4, we had an increase of students exceeding standards, and fewer student below standard; however not enough to have a significant impact. In Grade 5 and 6, we had very little change in the number of students meeting standards.
2. In Math, we showed very little growth overall. We need to strengthen our instruction in concepts and procedures, problem solving and communicating reasoning. Our English Learners need the most support in all Math topics, especially concepts and procedures.
3. We need to continue targeting our EL students and Socio-Economically Disadvantaged students. These groups of students are still performing significantly lower than our other students. Additionally, we need to provide further support for our Students with Disabilities.

# 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	19.3	28.4	20.5
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:

<b>SUBJECT: Student Engagement and Involvement</b>
<b>LEA GOAL:</b>
Effective teaching and administration
<b>LCAP GOAL:</b>
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 credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
<b>SCHOOL GOAL #1:</b>
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 credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair
<b>Data Used to Form this Goal:</b>
Attendance, SSC meeting agendas, ELAC, Behavior Intervention Data, Attendance from Counseling Sessions, Safety Walks, Leadership Team meetings, Agenda and Minutes from PTA meetings, PD Agendas, Monthly Safety Drills, classified staff schedules, LCAP Survey
<b>Findings from the Analysis of this Data:</b>
All students are receiving instruction from teachers with proper credentials. Teachers are utilizing District-Mandated State Approved materials for all content areas. Regular safety walks ensure that school facilities are in good repair. Daily ADA averages between 95.2%, attendance can improve to 96-97%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher credentialing data, Monthly Safety Walk Checklist, Daily Attendance Data, Leadership Meeting Agendas and Minutes
<b>Strategy:</b>
1. Recruit and retain highly qualified staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.	July 2018-June 2019	Principal, District Office	Recruitment - District Funded	District Funded	0

**Strategy:**

2. Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups, and two days for teacher/parent conferences, and one day for teacher planning time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. All teachers will participate in 3 days of Professional Development in the school year.	August 2018 - June 2019	Principal, Teachers, District Office	District Office, Principals	1000-1999: Certificated Personnel Salaries	District Funded 0

**Strategy:**

3 Provide instructional textbook 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. Provide instructional textbooks to support the educational program.	July 2018 - June 2019	District, Principal, Teachers, Librarian	Textbooks	4000-4999: Books And Supplies	District Funded 0

**Strategy:**

4. Provide instructional materials to support the educational program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Provide instructional materials to support the educational program.	August 2018 - June 2019	Principal, teachers, office manager	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base 32055.78

**Strategy:**



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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase custodial supplies in order to keep a clean and safe environment	July 2018-June 2017	Principal, Office Manager, Custodian	Facilities and Safety	4000-4999: Books And Supplies	LCFF-Base	8000
B. Maintain safe playgrounds and classrooms in good repair by completing safety walks	July 2018-June 2017	Principal, Assistant Principal, Custodial Staff, District Facilities Staff	Facilities and Safety - No Cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Create a schedule for noon supervisors to provide effective and efficient supervision.	August 2018 - June 2019	Principal, Staff	Schedules - No Cost			0
B. Provide additional training to noon supervisors, as needed.	August 2018 - June 2019	Principal, Assistant Principal	Additional Hours for Training	2000-2999: Classified Personnel Salaries	LCFF-Base	1400

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement monthly fire, earthquake and lockdown drills.	August 2018 - June 2019	Principal, District Office	PDT - No cost			0

**Strategy:**

8. Continue to provide annual training to District and school site staff on AB 490 regulations to support Foster Youth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Professional Development for certificated staff on how best to support Foster Youth.	August 2018 - June 2019	Principal, Assistant Principal, District Office	PDT - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0

**Strategy:**

9. Regularly monitor attendance of all students, especially unduplicated student population, and provide site based and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide an extra 1.5 hour Office Assistant to communicate with parents regarding attendance matters.	July 2018 - June 2019	Principal, Office Staff	Office Assistant Extra Hours	2000-2999: Classified Personnel Salaries	LCFF-Base	7014
B. Conduct Student Attendance Review Team Meetings (SART) to provide strategies to assist with improving attendance.	August 2018 - June 2019	Principal, Assistant Principal	Office Assistant Extra Hours	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	300
C. Adopt September and October as Perfect Attendance month, in which District will recognize students with perfect attendance.	September and October 2018	District Office, Office Staff	Benefits	3000-3999: Employee Benefits	LCFF-Base	616.53
D. Implement monthly attendance incentive recognition program (Approx. \$2.00 per student)	September 2018 - June 2019	Principal, Assistant Principal, Teachers, Office Staff, PTA	No Cost			0
E. Utilize District Social Worker to assist with families with excessive tardies and absences.	September 2018 - June 2019	Principal, Assistant Principal, Office Staff, Social Worker	No Cost			0
			Attendance Incentives	0000: Unrestricted	Misc. Grants	500
			District Expenditure - No District Funded 0 cost	2000-2999: Classified Personnel Salaries	District Funded	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide transportation to and from school for unduplicated student population living outside allowable zone to walk to school.	June 2018-July 2019	District Office	Transportation for Students	5000-5999: Services And Other Operating Expenditures	District Funded	0

**Strategy:**

1.1. Hire custodial supervisor and two four-hour custodians to support with maintenance of facilities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize custodial supervisor to maintain site facilities	June 2018-July 2019	District Office, Principal, Assistant Principal	Custodial supervisor	2000-2999: Classified Personnel Salaries	District Funded	0
B. Utilize four hour custodian to provide support in maintaining school facility.	June 2018-July 2019	District Office, Principal, Assistant Principal	Four Hour Custodian	2000-2999: Classified Personnel Salaries	District Funded	0

## 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:

<b>SUBJECT: Student achievement</b>
<b>LEA GOAL:</b> Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
<b>LCAP GOAL:</b> 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.

For the 2018-2019 school year, 100% of TK students will demonstrate proficiency inreading foundational skills on the TK California State Standards and number sense (Mathematics standards 1-7) as measured by TK portfolio testing.

For the 2018-2019 school year, 100% of Kindergarten students will be at 1.0 grade level or higher on the STAR Reading Assessment. 80% of Kindergarten students will average 85% or higher on the district Math benchmarks.

For the 2018-2019 school year 80% of the 1st grade students will average 85% or higher on the district ELA and Math benchmarks.

For the 2018-2019 school year 85% of the 2nd grade students will average 85% or higher on the district ELA and Math benchmarks.

For the 2018-2019 school 65% of 3rd grade students will score at Standard Exceeded and Standard Met as measured on the ELA section (increase of 10%) of the CAASPP test. 65% will score at Standard Exceeded and Standards Met as measured on the Math section of the CAASPP test. . (increase 13% from 3rd grade Math 2017 scores)

For the 2018-2019 school 66% of 4th grade students will score Standard Exceed and Standard Met at measured on the ELA section of the CAASPP test (increase of 10% from Grade 3 ELA scores).

65% of 4th grade students will score at Standard Exceeded and Standard Met as measured on the Math section of the CAASPP test (increase 13% from 3rd grade Math 2017 scores).

For the 2018-2019 school 70% of students will score at Standard Exceeded and Standard Met as measured on the ELA section of the CAASPP test (increase 14% from ELA 2017 scores).

65% of 5th grade students will score at Standard Exceeded and Standard Met as measured on the Math section of the CAASPP test (increase 17% from 4th grade Math 2017 scores).

For the 2018-2019 80% of 6th grade students will score at Standard Exceeded and Standard Met as measured on the ELA section of the CAASPP test (increase 12% from 5th grade ELA 2017 scores).

65% of 6th grade students will score at Standard Exceeded and Standard Met as measured on the Math section of the CAASPP test. (increase 14% from 5th grade Math 2017 scores)

**Data Used to Form this Goal:**

- Formative assessments
- ELA Benchmark Assessments
- Math Benchmark Assessments (K-6th)
- Foundational Skills Assessments
- Teacher made/publisher tests (TK-6)
- CAASPP assessment data

<b>Findings from the Analysis of this Data:</b>
Our CAASPP results for our 3rd - 6th grade students illustrate a need for targeted math instruction in all classrooms, TK-6th; we need to closely monitor our subgroups, particularly our English Learners, Hispanic/Latino students and African-American students to ensure that we are meeting their needs and they are making progress.
<b>How the School will Evaluate the Progress of this Goal:</b>
Formative assessments Math Benchmark Assessments (K-6) Portfolio Assessments (TK-2) Teacher made/publisher tests (TK-6) CAASPP assessment data

<b>Strategy:</b>
1 Provide staff professional development, conferences, and workshops to support the educational program in all content areas, i.e. ELA, ELD, Math, Science etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Teachers will meet in grade level teams weekly to refine state standards based ELA units during Thursday Grade-Level meetings and Professional Development Tuesdays (PDT).	September 2018- June 2018	Principal, Lead Teachers, Teachers	Professional Development Time, No Cost		0
B. Teachers will participate in weekly Cycles of Inquiry to analyze data from various systems (Illuminate, Accelerated Reader, Imagine Literacy, etc.) and determine implications for instruction.	August 2018 - June 2019	Principal, Lead Teachers, Teachers	Professional Development, Grade-Level Team meetings.		0
C. Provide technology professional development during Arts Enrichment release and on PD Tuesdays.	August 2018 - June 2019	Principal, Teachers, TOSA, District Instructional Staff	PDT - No cost		0
D. Provide professional development on gifted characteristics, differentiation, and identifying gifted students during Professional Development Tuesdays.	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers, GATE Coordinator	PDT - No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
E. Provide professional development for research-based programs/practices (systematic targeted instruction, Depths of Knowledge, etc.), in the areas of ELA, Math and other core content areas.	August 2018-June 2019	Principal, Lead Teachers, District Instructional Staff	PDT - No cost		0
F. Provide professional development in the area of socio-emotional learning.	August 2018 - June 2019	Principal, Lead Teachers, District Instructional Staff	PDT - No cost		0

**Strategy:**

2. Provide Third payment for California State ELA/ELD Standards based Textbooks to implement curriculum with intended design

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide professional development on implementation of state-adopted Benchmark Advance curriculum	August 2018-June 2019	Principal, District Instructional Services Staff, Teachers, Teacher Trainers	PDT - No cost		0
B. Provide time for teachers, as needed to conduct peer observations on successful implementation and best practices on Benchmark implementation	August 2018-June 2019	Principal, District Instructional Services Staff, Teachers	Sub Coverage - See Funding Source for Goal 2, Strategy 7A		
C. Meet in weekly grade-level teams to plan units of instruction.	August 2018-June 2019	Principal, Lead Teachers, Teachers	Professional Development, Grade-Level Collaboration - No cost		0

**Strategy:**

3. Purchase California State supplementary and/or digital standards-based materials (i.e. Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk and support and enrichment programs, especially for Low Income, Foster Youth, and English Learners, and provide professional development for these curricular programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Library books, especially non fiction, to support California State Standards	August 2018-June 2019	Principal, District Instructional Services Staff	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	1000
B. School will support an 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, District Instructional Staff, Lead Teachers, teachers	AR Incentive Awards  Pancake Breakfast	4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	LCFF-Base  Misc. Grants	2200  1500
C. Purchase various programs to targeted students' specific needs, especially in the areas of intervention and enrichment (Imagine Learning).	July 2018 - August 2019	Principal, District Office	Imagine Literacy - District Funded  BrainPop - See funding source - Strategy 2, Action C		District Funded	0  0
D. Administration will monitor the use of District provided digital tools (Type to Learn, Renaissance, and Imagine Learning) to ensure equitable access for all high priority students.	August 2018-June 2019	Principal, Lead Teachers	Materials and Supplies  Materials and Supplies	4000-4999: Books And Supplies  4000-4999: Books And Supplies	LCFF-Supplemental/Concentration  Title I	500  5559.86
E. Purchase supplemental differentiated materials and supplies as needed	August 2018-June 2019	Principal, Teachers	No Cost		LCFF-Base	3123.17
F. Purchase Imagine Math to support the instructional program	August 2018 - June 2019	Principal	Materials and Supplies	4000-4999: Books And Supplies	District Funded	1000
			Site License	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
G. Purchase Brain Pop to support the instructional program	August 2018 - June 2019	Principal	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2295

**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. Support teachers with continued CA State ELD standards-based Professional Development	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers, Teachers	Instructional Program - PD Tuesdays Weekly Grade-Level Meetings, No Cost			0

**Strategy:**

5. Continue to support teachers and administrators with professional development 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. Teachers will meet regularly to improve student achievement through refining assessments, analyzing authentic assessment data and collaborating on research based practices and programs.	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers	Arts Enrichment - Teacher Release  Arts Enrichment - Teacher Release	5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	Title I PTA	14,000 5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
B. Teachers will create formative assessments using Illuminate	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers	Professional Development, Grade-Level Meetings during Arts Enrichment, see funding source Goal 2, Strategy 5, Action A. PDT - no cost		0
C. Leadership team will meet to determine components of intervention program and monitor its effectiveness during the 2018-2019 school year.	August 2018-June 2019	Principal, Lead Teachers, Teachers	Extra duty hours for Leadership Team meetings	1000-1999: Certificated Personnel Salaries	6435
D. Teachers will collaborate twice a month to monitor students and groups and plan differentiated activities, ensuring equitable access for all high priority students.	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers, Teachers	Professional Development, Grade-Level Meetings, noted in Goal 2, Strategy 5, Action A		0
E. Teachers will meet regularly to improve English Learner student achievement through refining assessments, analyzing authentic assessment data and collaborating on research based practices and program	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers, Teachers	Professional Development, Grade-Level Meetings, noted in Goal 2, Strategy 5, Action A		0

**Strategy:**

6. Increase the number of students, especially English Learners, Foster Youth, Low Income, who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards by providing during, before, and after school interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Implement District portfolios and benchmarks in ELA/ELD	August 2018-June 2019	Principal, District Instructional Staff, Lead Teachers, Teachers	Instructional Program, no cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Provide additional PD on Illuminate, as needed.	August 2017-June 2018	Principal, District Instructional Staff	Professional Development, Grade-Level Meetings, no cost			0
C. Provide after-school intervention for English Learners, LTEL's, Foster Youth and other students in need of academic support.	September 2018 - May 2019	Principal, Teachers	Extra Duty for Teachers	1000-1999: Certificated Personnel Salaries	Title I	9828
D. Provide targeted intervention daily within small group instructional time.	August 2018 - June 2019	Principal, Teacher, Intervention TOSA	No cost - instructional program	1000-1999: Certificated Personnel Salaries	District Funded	0

**Strategy:**

7 Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards, and provide professional development for teachers to support this action.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire subs for release time for initial Tier 1 data analysis of CAASPP data and STAR Reading data to identify students at risk in the area of reading.	August 2018- October 2019	Principal, Lead Teachers, Teachers	Professional Development, Grade-Level Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
B. Provide in school intervention throughout the school year for students not proficient in key math and ELA standards, ensuring equitable access for all high priority students.	August 2018 - May 2019	Principal, Teachers, Intervention TOSA	Curriculum Specialist (Intervention TOSA)	1000-1999: Certificated Personnel Salaries	Title I	19484
C. Teachers will systematically provide targeted intervention daily within small group instructions	August 2018-June 2019	Principal, Teachers	Curriculum Specialist (Intervention TOSA)	3000-3999: Employee Benefits	Title I	4148.14
			Instructional Program, no cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide targeted Designated ELD instruction to increase the percent of EL's making progress on. AMAO 1,2,3	August 2018-June 2019	Principal, Teachers	Instructional Program- no cost		0
B. Provide before or after school tutoring to increase Reclassified Fully English Proficient (RFEP) numbers from previous year.	August 2018-June 2019	Principal, Teachers,	See Goal 2, Strategy 6, Action C for funding source		0

**Strategy:**

9. Utilize EL Program Coordinator to support ELs and ELD instruction and to monitor and supervise ELPAC Assessment and DELAC

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide professional development on the ELD/ELA Framework and how best to support English Learners.	August 2018 - June 2019	Principal, Assistant Principal, Lead Teachers, District Instructional Staff	PDT - no cost		0
B. Provide targeted instruction daily within small group instructional time.	August 2018 - June 2019	Teachers	Instructional Program - no cost		0
C. Provide before or after school tutoring for English Learners.	September 2018 - May 2019	Principal, Teachers	See Goal 2, Strategy 6, Action C for funding source		0

**Strategy:**

10. Support by providing substitutes to release teachers with the implementation of the Summative 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. Provide in school intervention throughout the school year for students not proficient in key math and ELA standards, ensuring equitable access for all high priority students.	August 2018 - June 2019	Principal, Teachers, Curriculum Specialist Intervention TOSA	Teachers - Instructional Program Curriculum Specialist Intervention TOSA - See Goal 2, Strategy 7, Action B for Funding Source	None Specified	0
B. Purchase materials and supplies for EL students as needed	August 2018 - June 2019	Principal, Lead Teachers	Materials and Supplies	4000-4999: Books And Supplies	500
C. Provide before and after school tutoring to increase foster youth, migrant students, EL and SED students attaining "Met" or "exceeded" Standards on the CAASPP	September 2018 - May 2019	Principal, Teachers	See Goal 2, Strategy 6, Action C for funding source		0

**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. Provide professional development to all staff in interpreting EL Data and determine implications for instruction	August 2018 - June 2019	Principal, District Instructional Staff, Teachers	Professional Development, Grade-Level Meetings, no cost		0
B. Utilize EL instructional aide to assist in testing, monitoring EL paperwork and providing outreach to families.	August 2018 - June 2019	Principal, District Instructional Staff, Teachers	Academic Support, Instructional Aide Academic Support, Instructional Aide	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits LCFF-Supplemental/Concentration LCFF-Supplemental/Concentration	12770 1122.48
B. Provide professional development on how best to use ELPAC data to inform instruction.	August 2018 - June 2019	Principal, District Instructional Staff, Teachers	PDT - No cost		

**Strategy:**

12. Teachers on Special Assignment (TOSA) at the school site level provide instruction, support and/or intervention in core subjects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide in school intervention throughout the school year for students not proficient in key math and ELA standards, ensuring equitable access for all high priority students.	August 2018-June 2019	Principal, Teachers	Curriculum Specialist Intervention TOSA - See Goal 2, Strategy 7, Action B for Funding Source	1000-1999: Certificated Personnel Salaries	0

**Strategy:**

13. Provide outside of the school year intervention and enrichment opportunities (Academies during summer and winter breaks for students, especially Low Income, English Learners, and Foster Youth; Summer AR Reading Program, Curriculum Correspondence Program, etc.).

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 foster youth, EL and SED students attaining "Met" or "exceeded" Standards on the CAASPP.	August 2018-June 2019	Principal, Teachers	Academic Support - See Goal 2, Strategy 6, Action D for funding source	1000-1999: Certificated Personnel Salaries	0
B. Support district provided "outside of the school year" intervention / enrichment academies (Winter and Summer Academies for low income, English learners and Foster Youth, Summer GATE Academy.	December 2018, July 2019	Principal, Teachers, District Instructional Staff	Winter and Summer Academies - District Funded	1000-1999: Certificated Personnel Salaries	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	Funding Source
A. Administer 7th grade Math placement test for current 6th graders.	May 2019	Principal, Teachers	Instructional program - no cost.	1000-1999: Certificated Personnel Salaries	0

**Strategy:**

15. Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Assistant Principal will provide targeted support to unduplicated students.	July 2018-August 2019	Principal, Assistant Principal, District	District Funded	1000-1999: Certificated Personnel Salaries	0

**Strategy:**

16. Continue Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards and provide them professional development.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Continue library resource technician to support unduplicated students' literacy skills to meet grade-level standards.	August 2018 - June 2019	District Instructional Team	Library Technician - District funded	2000-2999: Classified Personnel Salaries	0
B. Provide library schedule for each classroom to visit the library once a week to check out books.	August 2018 - June 2019	Principal	No cost		0

**Strategy:**

17. Utilize District Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers to support students who are at risk.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District Teachers on Special Assignment (TOSA's) to provide teacher coaching and intervention support for students at risk.	August 2018 - June 2019	Principal, District Instructional Staff	District TOSA - no cost  PDT - no cost	1000-1999: Certificated Personnel Salaries	District Funded	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 to support the implementation of the Next Generation Science Standards.	July 2018 - June 2019	Principal	Science Materials	4000-4999: Books And Supplies	LCFF-Base	2000
B. Provide teachers the information on the opportunity to participate in the College of the Canyons Next Generation Science Science Standards Institute	April 2019-June 2019	Principal, District Instructional Office	No cost			
C. Establish a Maker Space to provide additional opportunities for students to create, innovate and explore	September 2018-June 2019	Principal, Maker Space Committee	Maker Space Extra Duty	4000-4999: Books And Supplies	Title I	1200

**Strategy:**

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Provide Artist in Residency programs for 2nd - 6th graders.	August 2018-June 2019	Principal, District Instructional Staff	District Funded	5800: Professional/Consulting Services And Operating Expenditures	District Funded 0
B. Purchase resources for VAPA lessons, ensuring equitable access for all high priority students.	July 2018-June 2019	Principal, Teachers	Materials and Supplies - See funding source for Goal 1, Strategy 2, Action A	4000-4999: Books And Supplies	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	Funding Source
A. Students in Grades 1-6 will participate in a minimum of 200 minutes of P.E. every two weeks.	August 2018-June 2019	Principal, District Instructional Staff	Professional Development, Grade-Level Team meetings		0
B. Purchase Physical Fitness materials for students.	July 2018 - June 2019	Principal, Office Manager, Teachers	Materials and equipment	4000-4999: Books And Supplies	LCFF-Base 500

**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
A. Purchase technology and equipment to support the basic program.	July 2018 - June 2019	Principal, Teachers, District Instructional Staff	Teacher Laptop, Smartboard, Sound System	4000-4999: Books And Supplies	District Funded 0

**Strategy:**

22. Purchase devices and provide support for unduplicated students to access supplementary materials using technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase devices for unduplicated students to access supplementary materials using technology.	August 2018 - June 2019	Principal, Teachers, District Instructional Staff	Headphones	4000-4999: Books And Supplies	Title I	3000
B. Provide funding for after-school or lunch time coding clubs.	August 2018-June 2019	Principal, Teachers, District Instructional Staff	Teacher Additional Pay for After-School Coding or Lunch time coding club	1000-1999: Certificated Personnel Salaries	LCFF-Base	3072.52
			Teacher Additional Pay for After-School Coding or Lunch time coding club	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	2532.52

**Strategy:**

23. Provide Computer and Science Lab Assistants, as well as, supplemental materials at all sites to support unduplicated students' skills to meet grade level standards and provide them training.

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, computer lab and/or classroom science lessons.	August 2017-June 2018	Principal	Materials and Supplies - See funding Source for Goal 1, Strategy 2, Action A			0

**Strategy:**

24. Utilize District technology TOSA to support technology integration in all content areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Schedule professional development with District Technology TOSA.	August 2018-June 2019	Principal, Leadership Team, District Technology TOSA, Teachers	PDT, Grade-Level meetings	1000-1999: Certificated Personnel Salaries	LCFF-Base	0

**Strategy:**

25. Maintain full day transitional kindergarten to provide access to strong early childhood programs that will strengthen students' social and academic skills, especially for unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A Maintain full day transitional kindergarten at three additional sites to provide access to strong early childhood programs that will strengthen students' social and academic skills, especially for unduplicated students.	August 2018-June 2019	Principal	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	0

**Strategy:**

26. Utilize District Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Schedule Professional Development with District Director of Curriculum and Instruction to support instruction and student achievement.	August 2018-June 2019	Teachers	District Director of Curriculum and Instruction PDT, PDD's, Grade-Level Meetings - no cost	1000-1999: Certificated Personnel Salaries	District Funded	0

**Strategy:**

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

<b>SUBJECT: Student Engagement and Involvement</b>	
<b>LEA GOAL:</b>	
Parents and community	
<b>LCAP GOAL:</b>	
All families and the broader community are welcomed and are partners in supporting the whole child.	
<b>SCHOOL GOAL #3:</b>	
All families and the broader community are welcomed and are partners in supporting the whole child.	
<b>Data Used to Form this Goal:</b>	
Parent Conference Schedules; 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	
<b>Findings from the Analysis of this Data:</b>	
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	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Monitor Parent Conference Schedules; 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	

<b>Strategy:</b>	
1. Increase online communication for parents and the broader community through the use of District and school site website.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Regularly update and maintain school site website.	August 2018-June 2019	Principal, Assistant Principal, Office Staff Teachers	Family Outreach - 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	Funding Source	Amount
A. Organize and conduct an incoming TK and Kindergarten parent meeting/orientation (Fall & Spring) to assist the transition from preschool to elementary school.	January 2019-June 2019	Principal, Teachers	School Orientation, Additional hours for K teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	500
B. All parents will have at least monthly communication with teachers and/or schools (Ex. Blackboard Connect, flyers, notes home, phone calls, etc.)	August 2018-June 2019	Principal, Assistant Principal, Teachers	Family outreach - no cost	0000: Unrestricted	District Funded	0
C. School will send out weekly Blackboard messages to families to update them on attendance, school-wide events (phone calls, emails, texts).	August 2018 - June 2019	Principal, Assistant Principal, Office Staff	Blackboard Messaging system - District funded	0000: Unrestricted	District Funded	0

**Strategy:**

3. Continue to provide translation services to families as needed. (Ex. Spanish, or other 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	Funding Source	Amount
A. Continue to provide translation services to families as needed (Ex., sign language for IEP's, after school meetings)	August 2018-June 2019	Principal, Classified Staff	Family outreach, translation	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	600

**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 the Superintendent, District Conference, School Site Council and ELAC Summits).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Increase parent participation at school-wide and district-wide events through various school-wide and district events. STAR Celebrations, ESTRELLA Awards, STEAM Expo, GATE Parent Nights, District GATE Nights, DELAC, Young Authors, Technology Night, Literacy Night	August 2018-June 2019	Principal, Classified Staff	Extra Duty for teachers	1000-1999: Certificated Personnel Salaries	Title I	1000
B. Include District events in weekly Blackboard Connect messages	August 2018 - June 2019	Principal, Assistant Principal, District Staff	Family outreach - no cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present information about academic assessments, performance of all students and subgroups, and how we developed the instructional support plan, at PTA, SSC, and ELAC meetings.	August 2018-June 2019	Principal, Assistant Principal, PTA, SSC, ELAC	Translation services - See funding source Goal 3, Strategy 3, Action B	2000-2999: Classified Personnel Salaries		0
B. Teachers will provide input in school's plan by participating in School Site Council, Leadership, etc.	September 2018-June 2019	Principal, District Office	Additional Pay for Teachers	1000-1999: Certificated Personnel Salaries	District Funded	1574
			Benefits	3000-3999: Employee Benefits	District Funded	426
C. Increase participation of families in ELAC.	September 2018-June 2019	Principal, Assistant Principal, District Instructional Staff, Teachers, Parents, Community Members	Incentive items or meetings (Food, coffee, etc.)	4000-4999: Books And Supplies	Misc. Grants	200
			Child Care for Meetings	2000-2999: Classified Personnel Salaries	LCFF-Base	300

**Strategy:**

The School Plan for Student Achievement

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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. Parents 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 at all school sites and the district office. Families will continue to receive updates and supports as needed to access their child's information through Aeries.	August 2018-June 2019	Principal, Assistant Principal, District Support Staff	Family workshops, family outreach - no cost		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide after school and evening parent workshops (technology nights, Family Literacy Nights, Math Nights, etc.) to increase student achievement and parental involvement.	August 2018-June 2019	Principal, Teachers	Family workshops, outreach, teacher extra duty	1000-1999: Certificated Personnel Salaries	2000
B. Provide child care to increase parental participation in after school and evening parent workshops.	August 2018 - June 2019	Principal, Assistant Principal, Office Staff	Noon Supervisors Extra Duty Pay for Child Care	2000-2999: Classified Personnel Salaries	500

**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	Funding Source
A. Coordinate the 6th grade spring field trip to the junior high school.	January 2019-May 2018	Principal, Teachers, Office Staff, Hart Staff			
B. Invite Hart District feeder schools to collaborate with families in preparation for successful middle school transition	August 2018 - June 2019	Principal, Assistant Principal, Teachers, PTA			
C. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition.	August 2018 - June 2019	Principal, Assistant Principal, Teachers, District Instructional Staff			

**Strategy:**

9. Continue to provide a Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in and out of school, as well as, partner with William S. Hart School District to plan and host a Family Resource Fair.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Provide resources to Families from the Student and Family Wellness Collaborative to engage community, staff and parents with services in and out of school.	August 2018 - June 2019	Teachers, Principal, District Staff	District provided		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Invite newly enrolled families to new parent orientation meetings with District Staff welcome our new families.	February 2018	Principal, District Staff	No cost		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

## 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:

<b>SUBJECT: Supporting the Whole Child</b>
<b>LEA GOAL:</b> Effective teaching and administration
<b>LCAP GOAL:</b> 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.
<b>SCHOOL GOAL #4:</b> All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.  During the 2018-2019 school year, the Mitchell community will engage parents in supporting student success, promote attendance, provide training to support students at risk, and provide a safe and healthy learning environment for students to achieve social, emotional and academic success. We strive to reduce office referrals for behavior and maintain and decrease our current suspension rate by 1%.
<b>Data Used to Form this Goal:</b> Counseling attendance sheets, Discipline reports Parent Surveys Teacher surveys Staff Surveys
<b>Findings from the Analysis of this Data:</b> As a school, we need to continue to provide a safe and healthy environment for students to achieve social, emotional and academic success. We need to continue to provide professional development to teachers and staff in implementing positive behavior support systems. Additionally, we need to provide workshops for families in assisting their students' success. 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  
 Parent Surveys  
 Teacher surveys  
 Student surveys  
 Parent Information night sign-in sheets

**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	Funding Source
A. Provide professional development to all staff members, including classified staff members (Yard Supervisors) in positive behavior support.	August 2018-June 2019	Principal, Assistant Principal, Teachers	PDD and PDT - no cost	1000-1999: Certificated Personnel Salaries	0
B. Implement School-Wide Positive Behavioral Support System and classroom lessons focused on social skills.	August 2018 - June 2019	Principal, Assistant Principal, Leadership Team	See funding source for Goal 1, Strategy 3, Action B	Sanford Harmony Program - no cost for Professional Development and program materials	0

**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. Teachers will analyze data during Tier 1 to support students academic and socio-emotional needs.	August 2018-June 2019	Principal, Teachers	See Funding Source for Goal 2, Strategy 7, Action A		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Teachers, TOSA and EL Aide will provide small group Reading and Math Intervention during the school day.	August 2018 - June 2019	Principal, Teachers, TOSA	TOSA - See funding source for Goal 2, Strategy 7, Action B. EL Aide - See funding for Goal 2, Strategy 12, Action A		0 0
C. Provide Professional Development on Tier process and counseling referrals (Weekly Grade-Level Meetings and Professional Development Tuesdays)	August 2018 - June 2019	Principal, Assistant Principal, Leadership Team, District Instructional Staff	PDD, PDT, Grade-Level Meetings - no cost		0
D. Leadership team will regularly monitor student progress and make decisions about intervention programs.	August 2018 - June 2019	Principal, Assistant Principal, Leadership Team	Additional Pay for Leadership Team meetings; See funding source for Goal 2, Action 5, Strategy C		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 additional support to students to address socio-emotional and academic needs through monitoring and referral to counseling program or District Social worker.	August 2018-June 2019	Principal, Student Success Team (Teachers)	Social Skills Counselor - District Funded School Psychologists - District Funded Teacher referrals to counselor - no cost		0 0 0

**Strategy:**

4. Utilize the District behavioral intervention specialist and behavioral intervention assistants 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. Collaborate with Behavior Specialist, School Psychologists, Administration and teachers to implement Behavior Support Plans for students with behavioral needs.	August 2018-June 2019	Principal, School Psychologist, Student Success Team, Teachers	Behavior Interventionist - District Funded School Psychologists - district funded		0 0
B. Provide professional development to support students' behavioral and socio-emotional needs.	August 2018-June 2019	Principal, School Psychologist, Student Success Team, Teachers	PDT and Grade-Level Meetings - no cost		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide workshops to parents on how to support students' socio-emotional needs and behavior.	August 2018-June 2019	Principal, Assistant Principal, Teachers	Teacher Additional Pay for workshops District Behavior Interventionist - District Funded	1000-1999: Certificated Personnel Salaries Title I	1000 0

**Strategy:**

6. Implement positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kids' Hearts, Sanford Harmony, 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	Amount
A. Implement program to support students' socio-emotional needs.	August 2018-June 2019	Principal, Assistant Principal, Leadership Team, Teachers	Sanford Harmony partnership - no cost for program materials and professional development		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
B. Promote a positive school climate by recognizing students' character through incentives, rewards assemblies and student leadership programs.	August 2018 - June 2019	Principal, All Staff	Caught Being Good Notes - no cost Caught Being Good - Dogtags	4000-4999: Books And Supplies LCFF-Base	0 50
C. 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	Teachers	PDT - Instructional program - no cost		0
D. 4th - 6th graders will participate in the Santa Clarita Valley DFY Program	August 2018 - June 2019	Principal, Teachers, District Instructional Staff	District Partnership Grant		0
E. 6th grade students will participate in Tobacco Use Prevention Education (TUPE)	August 2018 - June 2019	Principal, Teachers, District Instructional Staff	District Partnership Grant		0

**Strategy:**

7. Continue to support unduplicated count by having LVNs 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. Maintain health care plans for students, as needed.	August 2018-June 2019	Principal, Assistant Principal, District Nurse, LVN, Teachers, All Staff	No cost		0

**Strategy:**

8. Work with District Social Worker to provide comprehensive services to parents, students and staff to address barriers that limit a student from receiving full benefit from their educational experiences.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Monitor and support students' socio-emotional, academic and behavioral needs through the use of the Student Success Team process.	August 2018-June 2019	Principal, Assistant Principal, Teachers, Student Success Team, Leadership Team	Substitute Coverage - See Funding Source for Goal 2, Strategy 7, Action A		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	Amount



## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Engagement and Involvement</b>	
<b>SCHOOL GOAL #1:</b>	
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	53
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	937
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	726
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	119
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	73
Provide SHI	August 2018 to June 2019	Educational Services	Updating Microsoft Office	5000-5999: Services And Other Operating Expenditures	LCFF-Base	992
Provide Smart Notebook	August 2018 to June 2019	Educational Services	Digital Tool	4000-4999: Books And Supplies	LCFF-Base	1,267
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,234

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	4,382
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		63,109 5,453
Provide Copy Machines	August 2018 to June 2019	Business Department		5000-5999: Services And Other Operating Expenditures		23,900

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Achievement</b>	
<b>SCHOOL GOAL #2:</b>	
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	6,191
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	2,409
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	40,000
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	12799
Provide Renaissance Place	August 2018 to June 2019	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	8,765
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Services	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17,000



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Engagement and Involvement</b>	
<b>SCHOOL GOAL #3:</b>	
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 26
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	1,833

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

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

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



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Base	62332	0.00
LCFF- Supplemental/Concentration	31120	0.00
Title I	68841	0.00
Misc. Grants	6619	4,419.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	3,000.00
LCFF- Supplemental/Concentration	31,120.00
LCFF-Base	62,332.00
Misc. Grants	2,200.00
PTA	5,000.00
Title I	68,841.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	50,612.04
2000-2999: Classified Personnel Salaries	22,884.00
3000-3999: Employee Benefits	6,313.15
4000-4999: Books And Supplies	71,683.81
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating	20,500.00
None Specified	0.00

## 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
4000-4999: Books And Supplies		0.00
None Specified		0.00
	District Funded	0.00
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	1,574.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	426.00
4000-4999: Books And Supplies	District Funded	1,000.00
5000-5999: Services And Other Operating	District Funded	0.00
5800: Professional/Consulting Services	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	4,532.52
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	14,170.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1,122.48
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	11,295.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	3,572.52
2000-2999: Classified Personnel Salaries	LCFF-Base	8,714.00
3000-3999: Employee Benefits	LCFF-Base	616.53
4000-4999: Books And Supplies	LCFF-Base	49,428.95
0000: Unrestricted	Misc. Grants	500.00
4000-4999: Books And Supplies	Misc. Grants	200.00
5800: Professional/Consulting Services	Misc. Grants	1,500.00
5800: Professional/Consulting Services	PTA	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	40,933.00
3000-3999: Employee Benefits	Title I	4,148.14
4000-4999: Books And Supplies	Title I	9,759.86
5800: Professional/Consulting Services	Title I	14,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	49,886.31
<b>Goal 2</b>	113,256.69
<b>Goal 3</b>	7,100.00
<b>Goal 4</b>	1,050.00
<b>Goal 6</b>	1,200.00

## 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
Tom Crawford, Parent				X	
Lilly Hernandez, Parent				X	
Evelyn Maldonado, Parent				X	
Jennifer Miluzzo, Parent				X	
Henry Varela, Parent				X	
Janella Wigdor, Instructional Aide			X		
Trina Mitchell, Teacher		X			
Russell Tenpas, Teacher		X			
Katie Palacios, Teacher		X			
Marie Dacumos, Principal	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

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 October 9, 2018.

Attested:

Dr. Marie Dacumos

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Tom Crawford

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

**Recommendations and Assurances**

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\_\_\_\_\_  
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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)

\_\_\_\_\_  
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Attested:

Dr. Marie Dacumos

\_\_\_\_\_  
Typed Name of School Principal

  
Signature of School Principal

10/9/18  
\_\_\_\_\_  
Date

Tom Crawford

\_\_\_\_\_  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

10/9/18  
\_\_\_\_\_  
Date