

The School Plan for Student Achievement

School: Sulphur Springs Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Mr. Eric Guerrero
Revision Date: October 2018

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

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

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School Vision and Mission

Sulphur Springs Community School's Vision and Mission Statements

"Pride, tradition, and spirit since 1872" embodies a continuity of shared purpose. In partnership with the community stakeholders, parents and teachers, our goal is to empower all learners to be authentic innovators in a collaborative community willing to take risks to change their world.

School Profile

Sulphur Springs Community School is nestled in the foothills of Santa Clarita, California, about 40 miles northeast of Los Angeles. Established by Colonel Mitchell in 1872, Sulphur Springs Community School has played an important role in the history of the Santa Clarita Valley. At present, Sulphur Springs is the oldest active school in Los Angeles County. Our state-of-the-art facility bears little resemblance to its humble beginnings as a one-room adobe schoolhouse. Our spacious campus is located in a park like setting distinguished by Heritage Oaks. A visit to Sulphur Springs School reveals an environment where high expectations, positive morale, dedication to the highest quality education and a sense of camaraderie are prevalent. An exciting spirit of cooperation exists at Sulphur Springs School and schools work together in grade level Professional Learning Communities in order to collaborate on best instructional practices. The outstanding staff continues to be on the cutting edge in providing educational instruction and practical application of instructional technology for our students.

Sulphur Springs currently educates a student population of 640 students. We have 23 regular classrooms and three Special Day classes. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive P.E. Teacher, and an Occupational Therapist. We have a consultant contract with Cultivating Creative Minds for music and arts instruction. We have a fully equipped computer lab with 36 computers and a Computer Lab Specialist that works with each class on a weekly basis. Our Science Lab is used by grades Kindergarten through Sixth on a weekly basis with a Science Lab Specialist that works with classes on experiments. Our Bilingual EL aide supports EL students and outreach to our Hispanic families by communicating with them, supporting them, and providing translation when needed.

Our continuing educational goal is to meet the diverse educational needs of all students. Sulphur Springs Community School is a leader among California's elementary schools. We received the California Distinguished School Award in 1997, 2002, 2006, and 2013. All students are provided a challenging curriculum aligned with the Common Core State Standards. Effective use of a wide range of teaching strategies, a variety of high quality, and readily available materials bring CCSS curriculum to life.

Our Transitional Kindergarten and Kindergarten classes have 24 students with a full day schedule. Reading instruction in primary grades is enhanced by the implementation of programs including Jolly Phonics, Daily Five, Making Words, Imagine Learning, reading in both fiction and non fiction text, a focus on reading comprehension, and a Response to Intervention model that focuses on closing the student achievement gap. Various intervention strategies support the learning for our below basic students in all grades; we have incorporated Imagine Math and Reflex Math as interventions and enrichment. The importance of technology continues to be a significant focus. Students, staff and community view and utilize technology as a tool in school, work and life. The use of technology is integrated throughout the curriculum and enhances school operations. A standard in each classroom is our state of the art technology including a Smart Board, teacher laptop, teacher iPad, sound system and document camera. This technology standard also includes a second Smart Board and a 3:1 ratio of iPads. We continually seek innovative means to expand and update our existing technology through district provided technology trainings and professional development Tuesday staff meetings. Every student TK-6 has supervised access to the Internet through trips to the computer lab as well in the classroom on Apple laptops, Chromebooks, and iPads. Staff, students and the community participate in training aimed at increasing computer literacy and the ability to access meaningful information. Smart Boards are used in the computer lab, science lab and all classrooms. Students receive hands-on, enriched, standards-based lessons in all classrooms, computer lab and in the state-of-the-art Science Lab.

School pride is evident throughout the campus and something that makes Sulphur Springs Community School unique. At monthly Spirit Assemblies, students are recognized for their accomplishments, and achievements are celebrated. The school cheer team gets the crowd involved, our 6th grade monthly award recipients help to announce awards, and our PTA gets involved with raffles for students who submit Box Tops to help with school fundraising. Every Friday, students and staff are attired in their spirit wear and adorn themselves in head to toe red and blue, the school colors. Sixth grade students have a variety of "spirit" days scheduled during the school year from "twin day" to "crazy hat day." There exists a strong sense of pride, commitment and caring amongst the staff, students and community of Sulphur Springs Community School and is felt just walking on to the campus.

Parent support and involvement in all aspects of our school is a proud tradition of the Sulphur Springs Community. For the past 62

years, the P.T.A.'s Founder's Day Celebration has recognized the outstanding accomplishments of staff and community members. Other Sulphur Springs traditions include a holiday store, Fall Carnival, Visual and Performing Arts Exhibit, Volunteer Tea, Student Talent Show, and the Annual Mustang Roundup, a fundraising auction. Classroom volunteers are seen working in classrooms all over the campus and in the office workroom. Parents help to support teachers and the school with endless fundraising efforts and through the many school events that they host.

Sulphur Springs Community School makes a concentrated effort to ensure that students, parents and staff feel a sense of belonging. A component to Sulphur Springs' success is its rich history of community involvement. Even as our community continues to change and grow, we are confident our "tradition of family" will remain strong. Pride, Tradition, and Spirit since 1872.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

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

Funding

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

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

18. Fiscal support (EPC)

The site receives both Local Control Funding Formula (LCFF) monies which include Base, Concentration/Supplemental funding. Additionally, the site receives monies from various grants. 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

As the number of students within subgroups grows, including our English Language Learners, teachers and staff will continue to plan and evaluate instructional practices to ensure our students who are English Language Learners receive access to language development integrated throughout core instruction as well as designated English Language Development instruction. Additionally,

we will continue to address our students who are reading below grade level and monitor their progress through the SST program. We will also provide our parents better access and information to resources to best support their students and their academic growth.

As we analyze our current data, we are very aware that not having state testing data from previous year(s) only provides our teams with one year's worth of state assessment data. As a result of this, goals are only based on one year's worth of data based upon a new assessment system.

There is a need to provide as many opportunities for our teachers to collaborate as a professional learning community to develop instructional units with CCSS and ELD learning and language objectives and enrichment opportunities with the analysis of data to drive instruction.

Although support for positive social-emotional achievement is provided through the LCAP, the site still is continuing to work on implementing a school-wide multi-tiered systems of support to ensure teachers and support staff have an opportunity to access necessary resources to develop students' social-emotional growth.

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	87	96	80	86	95	80	86	95	80	98.9	99	100
Grade 4	77	99	96	74	97	96	74	97	96	96.1	98	100
Grade 5	95	77	98	94	77	97	94	77	97	98.9	100	99
Grade 6	91	94	79	90	94	79	90	94	79	98.9	100	100
All Grades	350	366	353	344	363	352	344	363	352	98.3	99.2	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	2447.5	2479.0	2465.0	27	48.42	40.00	29	24.21	27.50	29	16.84	25.00	15	10.53	7.50
Grade 4	2481.5	2484.9	2503.2	28	26.80	41.67	26	29.90	19.79	20	20.62	21.88	26	22.68	16.67
Grade 5	2534.2	2534.6	2535.5	35	33.77	34.02	31	35.06	29.90	15	16.88	20.62	19	14.29	15.46
Grade 6	2560.5	2567.7	2556.0	30	28.72	25.32	31	40.43	36.71	26	22.34	22.78	13	8.51	15.19
All Grades	N/A	N/A	N/A	30	34.44	35.51	29	32.23	28.13	22	19.28	22.44	18	14.05	13.92

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	21	44.21	35.00	56	42.11	53.75	23	13.68	11.25	
Grade 4	31	29.90	42.71	50	50.52	41.67	19	19.59	15.63	
Grade 5	34	37.66	31.96	39	44.16	50.52	27	18.18	17.53	
Grade 6	32	37.23	34.18	47	48.94	45.57	21	13.83	20.25	
All Grades	30	37.19	36.08	48	46.56	47.73	23	16.25	16.19	

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	30	44.21	33.75	51	44.21	56.25	19	11.58	10.00
Grade 4	24	27.84	33.33	46	47.42	50.00	30	24.74	16.67
Grade 5	38	38.96	38.14	46	49.35	39.18	16	11.69	22.68
Grade 6	34	30.85	32.91	45	52.13	43.04	21	17.02	24.05
All Grades	32	35.26	34.66	47	48.21	46.88	21	16.53	18.47

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	29	41.05	30.00	62	48.42	63.75	9	10.53	6.25
Grade 4	19	25.77	32.29	69	60.82	60.42	12	13.40	7.29
Grade 5	30	33.77	31.96	62	53.25	58.76	9	12.99	9.28
Grade 6	18	31.91	18.99	74	59.57	74.68	8	8.51	6.33
All Grades	24	33.06	28.69	67	55.65	63.92	9	11.29	7.39

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	28	50.53	43.75	59	41.05	48.75	13	8.42	7.50
Grade 4	28	22.68	34.38	58	62.89	55.21	14	14.43	10.42
Grade 5	50	32.47	38.14	41	58.44	46.39	9	9.09	15.46
Grade 6	47	41.49	37.97	44	50.00	45.57	9	8.51	16.46
All Grades	39	36.91	38.35	50	52.89	49.15	11	10.19	12.50

Conclusions based on this data:

1. When looking at the overall achievement for all students, the percent of students in standard exceeded and standard met increased from 59% in 2015-2016 to 63.81% in 2017-2018; an increase of 4.81% but a decrease of 2.86% from the previous year.
2. The Listening Claim continues to have the fewest % of students above standard and the greatest % of students at or near standard. 6th grade has a large increase of students below standard in Reading and Writing. 5th Grade has almost doubled the students below standard in Writing going from 11.69% in 16-17 to 22.68% in 2017-2018.
3. Research/Inquiry has the greatest percent of students above standard.

School and Student Performance Data

SBA Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	87	95	80	87	95	80	87	95	80	100	100	100
Grade 4	77	99	95	74	97	95	74	97	95	96.1	98	100
Grade 5	95	77	97	95	77	97	95	77	97	100	100	100
Grade 6	91	94	79	91	94	79	91	94	79	100	100	100
All Grades	350	365	351	347	363	351	347	363	351	99.1	99.5	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	2448.7	2472.1	2459.2	17	33.68	27.50	34	37.89	38.75	34	16.84	20.00	14	11.58	13.75
Grade 4	2482.9	2485.3	2503.4	22	20.62	28.42	22	30.93	34.74	39	31.96	24.21	18	16.49	12.63
Grade 5	2509.5	2522.1	2532.9	24	25.97	32.99	15	18.18	18.56	34	35.06	27.84	27	20.78	20.62
Grade 6	2539.8	2568.7	2545.6	24	31.91	27.85	29	19.15	20.25	27	38.30	30.38	20	10.64	21.52
All Grades	N/A	N/A	N/A	22	28.10	29.34	25	27.00	27.92	33	30.30	25.64	20	14.60	17.09

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	33	54.74	51.25	48	27.37	28.75	18	17.89	20.00
Grade 4	32	36.08	46.32	43	28.87	28.42	24	35.05	25.26
Grade 5	31	32.47	43.30	29	37.66	31.96	40	29.87	24.74
Grade 6	33	37.23	37.97	41	45.74	35.44	26	17.02	26.58
All Grades	32	40.50	44.73	40	34.71	31.05	28	24.79	24.22

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	30	45.26	33.75	49	42.11	50.00	21	12.63	16.25
Grade 4	24	23.71	34.74	54	52.58	48.42	22	23.71	16.84
Grade 5	20	22.08	24.74	42	51.95	53.61	38	25.97	21.65
Grade 6	22	30.85	27.85	51	46.81	39.24	27	22.34	32.91
All Grades	24	30.85	30.20	49	48.21	48.15	27	20.94	21.65

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	36	46.32	42.50	51	37.89	45.00	14	15.79	12.50
Grade 4	27	27.84	37.89	45	47.42	38.95	28	24.74	23.16
Grade 5	22	22.08	29.90	44	50.65	48.45	34	27.27	21.65
Grade 6	19	30.85	32.91	54	47.87	37.97	27	21.28	29.11
All Grades	26	32.23	35.61	48	45.73	42.74	26	22.04	21.65

Conclusions based on this data:

1. We decreased by about 2% in the combined overall score of students nearly met and not met from 2016-2017 to 2017-2018. We increased by about 2% in the combined overall score of students met and exceed from 2016-2017 to 2017-2018. Overall the school has maintained its scores.
2. Concepts and Procedures continue to be a strength for the school with 44.72% of students above standard.
3. Problem solving & Modeling/Data Analysis is an area of concern showing minimal to no growth in all areas.

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	12.7	21.5	41.8
7			
9			

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Engagement and Involvement
LEA GOAL: Effective teaching and administration
LCAP GOAL: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal: Attendance; Staff meetings, SSC, ELAC, PTA Meetings, Leadership Meetings, Classified Staff Meetings: sign-in sheets, agendas and minutes; Attendance for counseling sessions, Data from safety walks, monthly safety drills, and LCAP survey results, Williams Compliance Quarterly Report, LCAP Survey
Findings from the Analysis of this Data: Overall attendance rate: 95.79% ; 32 students participated in counseling; monthly safety drills were conducted; 8% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report
How the School will Evaluate the Progress of this Goal: Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys
Strategy: 1. Implement instructional materials for TK through 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	Amount
a. Use district adopted materials	Aug 2018-June 2019	Principal/Teacher	No Cost - District Funded		District Funded	0

Strategy:

2. Provide instructional materials that are standards aligned in all subject areas to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase materials and supplies to support the instructional program.	July 2018-June 2019	Principal	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	500.00
b. Purchase instructional materials	July 2018-June 2019	Principal	Material and Supplies	4000-4999: Books And Supplies	LCFF-Base	10781.25
				4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	124.50

Strategy:

3. Implement district maintenance plan to 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	July 2018 - June 2019	Principal	Custodial Supplies	4000-4999: Books And Supplies	LCFF-Base	7500.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide noon supervisor training.	August 2018 - June 2019	Principal/Assistant Principal	Training - Noon Supervisors	2000-2999: Classified Personnel Salaries	LCFF-Base	1000.00
b. Provide extra hourly pay to noon supervisors as needed	August 2018 - June 2019	Principal/Assistant Principal	Extra Duty - Noon Supervisors	3000-3999: Employee Benefits	LCFF-Base	87.90
				2000-2999: Classified Personnel Salaries	LCFF-Base	400.00
				3000-3999: Employee Benefits	LCFF-Base	35.16

Strategy:

5. Conduct annual safety drills.

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

Strategy:

6. Provide annual mandatory training to site staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Use Tuesday professional development time to provide training.	August 2018 - June 2019	Principal	Staff Training - no cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
a. The District and site will adopt September as perfect attendance month, and district-wide, recognize students with perfect attendance.	October 2018	Principal	No Cost		0
b. Purchase attendance incentives (\$2.00 amount per student).	August 2018 - June 2019	Principal/Assistant Principal/Community Liaison.	Attendance Incentives - Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base 1627.50

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

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Student Achievement
LEA GOAL:
Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
LCAP GOAL:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
SCHOOL GOAL #2:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. (GOAL 1A): All students will score 80% or higher on the District ELA Benchmark Assessment by June 2019. All students will make at least a 10% increase of baseline CAASPP ELA scores. (GOAL 1B): All students will score 80% or higher on the District Math Benchmark Assessment by June 2019. All students will make at least a 10% increase of baseline CAASPP math scores by June 2019. (GOAL 1C): All high priority students (EL's- especially the at-risk of becoming long term English learners (L--TEL's), socio-economically disadvantaged -SED, and students with disabilities-SWD) will make at least one year's growth in their independent reading level according to their STAR Reading assessments by June 2019. All high priority students' scores will make a 10% increase of baseline CAASPP scores by June 2019.
Data Used to Form this Goal:
CAASPP Results, STAR Reading Assessments, Goal Setting Data, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

Findings from the Analysis of this Data:

Analysis of student scores from CAASPP ELA Assessment: SBAC Scores indicate grades 3rd – 6th have at least 63.64% of students meeting or exceeding grade level standards. When looking at the overall achievement for all students, the percent of students in standard exceeded and standard met increased from 59% in 2015-2016 to 63.81% in 2017-2018; an increase of 4.81% but a decrease of 2.86% from the previous year. The Listening Claim continues to have the fewest % of students above standard and the greatest % of students at or near standard. 6th grade has a large increase of students below standard in Reading and Writing. 5th Grade has almost doubled the students below standard in Writing going from 11.69% in 16-17 to 22.68% in 2017-2018. Research/Inquiry has the greatest percent of students above standard.

Analysis of student scores from the CAASPP Math Assessment: SBAC Scores indicate grades 3rd – 6th have at least 57.26% of students meeting or exceeding grade level standards. We decreased by about 2% in the combined overall score of students nearly met and not met from 2016-2017 to 2017-2018. We increased by about 2% in the combined overall score of students met and exceed from 2016-2017 to 2017-2018. Overall the school has maintained its scores. Concepts and Procedures continue to be a strength for the school with 44.72% of students above standard. Problem solving & Modeling/Data Analysis is an area of concern showing minimal to no growth in all areas.

How the School will Evaluate the Progress of this Goal:

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

Strategy:

1. Provide professional development in the areas of English Language Arts, English Language Development, Math, Science, Technology, and GLAD, supporting the California State Standards. to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Provide professional development for research-based programs/practices.	August 2018 to June 2019	Principal/Teachers/District Office	Professional Development - No Cost		0
b. Before/after school intervention program	November 2018 to April 2019	Intervention Teachers/Principal	Before/after school intervention. See Goal 2, Strategy 6, Action A.		

Strategy:

2. Teachers will implement Benchmark Advanced with intended design.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Teachers will meet regularly to improve ELA units, refine assessments, and evaluate "ELA" assessment data.	August 2018 - June 2019	Principal/Teachers	Professional Development - no cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Purchase Imagine Learning	August 2018 - June 2019	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	15410.00
b. Purchase Imagine Math	August 2018 - June 2019	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	2577.24
c. Purchase Reflex Math	August 2018 - June 2019	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	1647.50
d. Brain Pop	August 2018 - June 2019	Principal	Intervention/Enrichment	LCFF-Base Supplemental/Concentration PTA	1275.50

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Teachers will meet 6 times a year to analyze data and implement best practices/strategies.	August 2018 - June 2019	Principal/Teachers	subs for PLC time with teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	12600.00
				3000-3999: Employee Benefits	LCFF-Base	2682.54

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Administer District initial assessments, Unit assessments, and district benchmarks	August 2018 - June 2019	Principal/Assistant Principal/Teachers	PLC - monitor student progress. No Cost			0
b. Provide additional PD on Illuminate, as needed; staff meetings and grade level planning meetings.	August 2018 - June 2019	Principal/Assistant Principal/Teachers	Training - No Cost			0
c. Allow for additional support for all teachers to administer assessments and support before or after school.	August 2018 - June 2019	Principal/Teachers	Teacher Support	1000-1999: Certificated Personnel Salaries	LCFF-Base	1682.39
			Benefits	3000-3999: Employee Benefits	LCFF-Base	455.34

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide before/after school intervention.	August 2018 - June 2019	Principal/Teacher	Before/After School Intervention	1000-1999: Certificated Personnel Salaries	LCFF-Base	4840.00
				3000-3999: Employee Benefits	LCFF-Base	1030.44

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
b. Utilize support staff to support staff to support the program.	August 2018-June 2019	Principal/Teachers/Classified	Intervention	2000-2999: Classified Personnel Salaries 3000-3999: Employee LCFF-Base Benefits	550.00 48.35

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Provide daily Designated ELD instruction to EL students to increase the percent of ELs making progress	August 2018 - June 2019	Principal/Teacher	ELD - NO Cost.		0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Utilize Imagine Learning. See Goal 2, Strategy 3, Action A	August 2018 - June 2019	Principal/Teaceher	See Goal 2, Strategy 3, Action A.		

Strategy:
9. Support ELs, ELD instruction, and ELAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Hire an EL instructional aide to monitor EL paperwork and assist in classrooms.	August 2018 - June 2019	Principal	EL Support/Aide	2000-2999: Classified Personnel Salaries 3000-3999: Employee LCFF-Base Benefits	5556.00 488.37

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
b. Monitor EL progress on the ELD Matrix.	August 2018 - June 2019	Principal/Teachers	Monitor EL students. No Cost		0
c. Teachers will provide daily Designated ELD instruction.	August 2018 - June 2019	Teachers	EL Support/Instruction		0

Strategy:

10. Support and implement new summative English Language Proficiency Assessment for California (ELPAC) by providing substitutes to release teachers in 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. Train certificated staff to administer English Language Proficiency Assessments for California (ELPAC) which is replacing CELDT.	August 2018 - June 2019	Principal/Teachers/EL Program Coordinator	ELPAC Support. No Cost		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. Hire substitutes during ELPAC testing.	August 2018 - June 2019	District/Principal	ELPAC Testing. No Cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Monitor student data to provide candidate lists for the Academies	August 2018 - June 2019	Principal/EL Aide/Teacher	Summer Support for all students. No cost.		0
b. Distribute, monitor, collect student invitations for Academies	March 2019 - June 2019	Assistant Principal/ELAide/EL Coordinator	Summer Support for all students. No cost.		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Administer 7th grade placement test for current 6th graders.	June 2018	Principal/Teachers	Articulation for 6th graders into Hart. No cost.		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Hire substitute to cover for Administrative Intern as needed.	August 2018- June 2019	Principal	Lead Intern. No cost		0

Strategy:

15. Continue Library Technicians to support unduplicated students literacy skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
a. Principal will provide library schedule for each classroom to visit the library to check out books and "open library" times for students to exchange books more often when needed.	August 2018 - June 2019	Principal/Library Technician	No cost		0
b. Provide students "open" library usage throughout the day.	August 2018-June 2019	Principal/Library Tech	No cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
a. Provide teachers the information on the opportunity to participate in Instructional Support Coaching Cycles	August 2018 - June 2019	Principal/Teachers/TOSA	TOSA Support for teachers. District Funded.		0

Strategy:

17. 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
a. Purchase Materials and supplies for science labs and/or classrooms identified.	August 2018 - June 2019	Principal	See Goal 1, Strategy 2, Action B		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Contract with Cultivating Creative Minds for arts, music, and movement	August 2018 - June 2019	Principal/PTA	CCM.	5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental/Concentration	14000.00
b. Purchase resources for VAPA (Visual And Performing Arts) lessons identified.	August 2018 - June 2019	Teacher/PTA	Art supplies for CCM.	4000-4999: Books And Supplies	PTA	500.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. (1st-6th grade) Students will participate in a minimum of 200 minutes of P.E. every two weeks.	August 2018 - June 2019	Teachers	PE minutes. No cost			0
b. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons.	August 2018 - June 2019	Teachers	PE minutes. No cost			0
c. Prepare Physical Fitness materials for 5th grade students.	March - May 2019	District/Teacher	5th Grade Physical Testing. District Funded			0

Strategy:
 20. Purchase and maintain 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 and provide maintenance of devices.	August 2018 - June 2019	Principal	Technology maintenance.	4000-4999: Books And Supplies	LCFF-Base	1411.00

Strategy:
 21. Provide Computer Lab Specialist and Science Lab Assistants as well as supplementary materials all sites to support unduplicated students' skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide a Computer and Science Lab schedule for all students.	August 2018 - June 2019	Principal/Computer and Science lab assistants	Computer and Science lab. No cost			0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Invite Technology TOSA with Instructional Services to present Instructional Technology lessons and applications to teachers during PDT, and during regular-day classroom instructional time to coach and model.	August 2018 - June 2019	Principal/Teachers/Tech TOSA	Tech TOSA support for teachers. District funded.			0

Strategy:
 23. 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 a highly qualified TK teacher.	August 2018 - June 2019	Principal	District provided. No cost			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
					Amount

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Family and Community Engagement and Involvement
LEA GOAL: Parents and community
LCAP GOAL: All families and the broader community are welcomed and are partners in supporting the whole child.
SCHOOL GOAL #3: All families and the broader community are welcomed and are partners in supporting the whole child.
Data Used to Form this Goal: Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair
Findings from the Analysis of this Data: 96% of parents reported feeling welcomed, 92% of parents reported being very satisfied with their child's learning experience, 89% of parents reported satisfied with school to home communication systems
How the School will Evaluate the Progress of this Goal: Monitor Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair
Strategy: 1. Increase online communication for parents and the broader community through the use of the new websites.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Establish and maintain school and teacher websites.	August 2018 - June 2019	Principal/Teacher	No Cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Present relevant information at PTA, SSC, GATE and ELAC meetings.	August 2018 - June 2019	Principal	No Cost		0
b. Use Blackboard Connect, Online Newsletter to Increase on-line communication for parents and community through the use of District and school websites and social media.	August 2018 - June 2019	Principal	No Cost	District Funded	0
c. All parents will have at least weekly and/or monthly communication with teachers and/or schools (e.g. Blackboard Connect, flyers, notes, home, phone calls, etc.).	August 2018 - June 2019	Principal	No Cost postage	District Funded LCFF-Base 5900: Communications	0 200.00
d. Hire and maintain a Community Liaison to support the school's communication to all stakeholders.	August 2018-June 2019	Principal	Community Liaison	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	4193.00 368.56
e. Utilize the office to support the school during community events and communication outreach.	August 2018-June 2019	Principal	Community outreach and support	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	150.00 13.19

Strategy:

3. Continue to provide translation services to families as needed including maintaining Translator at District level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Maintain a part-time Bilingual Instructional Aide and continue to provide translation services to families as needed (e.g. sign language interpretation and Spanish translation for community events, meetings, SST's, and IEP's).	August 2018 - June 2019	Principal/Bilingual Aide	See Goal 2, Strategy 9, Action A		0
b. Utilize the district translator.			Site Administrator/Office Manager. No cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Send invitations, make phone calls, and blackboard connect to invite parents to events.	August 2018 - June 2019	"Site Administrator Teachers Community Liaison"	See Goal 1, Strategy 7, Action B		0
b. Include district events in weekly Blackboard Connect messages on school website and PTA social media pages.	August 2018-June 2019	Principal/Office Staff/PTA	no cost		0

Strategy:

5. New families to the school will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at the school site. Families that have been at the school will continue to receive updates and supports as needed to access their child's information through Aeries.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Office staff will be available to provide information and support for AERIES Parent Portal, Sign Up Genius and student passwords for District provided technology resources and apps.	August 2018 - June 2019	Site Administrator/Office Staff/District Office	No Cost		0

Strategy:

6. Invite Hart District feeder schools to collaborate with families in preparation for a successful middle school and high school transitions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Coordinate the 6th grade Spring field trip to the feeder junior high school.	May 2019	Principal	No cost		0
b. Invite Hart District feeder schools to collaborate with families in preparation for successful middle school transition.	May 2019 - June 2019	Site Administrator Hart Administrators and teachers.	No Cost		0
c. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition.	May 2019-June 2019	Site Administrator 6h grade teachers	No Cost		0

Strategy:

7. Continue to provide opportunities for parents to enroll students at the school site throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Organize an incoming TK and Kindergarten parent meeting/orientation (Fall and Spring).	August 2018/February 2019	Principal/District office	No Cost. Meetings and planning held during work day.		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Invite parents to attend the new parent orientation.	February 2019	Principal/District	No Cost		0

Strategy:

9. Continue to offer the Accelerated Reading Summer Program through the District Office.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Provide information regarding AR Summer Reading Program partnering with Canyon Country Library during the summer.	June 2019 - August 2019	Principal/District Office	No cost; district funded.		0

Strategy:

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

Strategy:

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

Strategy:			

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

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Supporting the whole child
LEA GOAL: Effective teaching and administration
LCAP GOAL: All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
SCHOOL GOAL #4: All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. All students, including low income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. The number of office referrals will decrease by 10%. The number of suspensions will decrease by 10%.
Data Used to Form this Goal: AERIES Reports: Attendance, Suspension, Discipline, CA Healthy Kids Survey (CHKS) and the Student LCAP Survey, Lesson Plans, physical education activities, State PE Scores
Findings from the Analysis of this Data: Increase from 62% to 75% of student's shared high levels of connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 77% of parents reported that school's behavioral program positively impacted their child PFT: Flexibility and Aerobic capacity have the greatest number of students who did not meet the Healthy Fitness Zone (HFZ).

How the School will Evaluate the Progress of this Goal:

Monitor discipline records, counseling attendance; conduct surveys

AERIES Reports: Attendance, Suspension, Discipline
 Positive Behavior Intervention Supports PBIS and Behavior Improvement Forms
 ABC Data, FBA's, and BSP's.
 CFC Referrals
 CA Healthy Kids Survey (CHKS) and the Student LCAP Survey
 Lesson Plans, physical education activities
 State PE Scores

Strategy:

1. Increase students reporting positive relationships and safety.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Utilize Character Counts and PBIS to foster positive relationships and provide Expectations Assembly 2 times a year.	August 2018 - June 2019	Principal/Assistant Principal	No Cost		0
b. Administer the California Healthy Kids Survey (CHKS) to 5th grade students; and all students K-6 will complete the Student LCAP Survey.	March 2019-June 2019	Principal TK-6 Teachers Counselor Psychologist Nurse	No Cost		0
c. Hold monthly Award Assemblies to recognize students social, emotional , and academic (math, ELA, ELD, Social Studies, Science) success.	August 2018 - June 2019	Site Administrators/ Community Liaison	See Goal 1, Strategy 7, Action b.		0
d. Provide health office supplies.	August 2018-June 2019	Site Administrators/Office staff	Nursing supplies	4000-4999: Books And Supplies	100.00

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	Amount
a. Hire subs for release time for initial Tier I data analysis of SBA data and STAR Reading data to identify students at risk in the areas of reading and math and counseling referrals	August 2018 - June 2019	Principal/Teachers	See Goal 2, Strategy 4, action A.		0
b. Hold regular Instructional Leadership Team Meetings	August 2018-June 2019	Site Administrators/Leadership team	subs.	1000-1999: LCFF-Base Certificated Personnel Salaries 3000-3999: Employee LCFF-Base Benefits	1280.00 272.51
c. Hold regular Tier Meetings with teachers to identify students whose behavior require a Tier/SST meeting	August 2018 - June 2019	Principal TK-6 Teachers	District Funded.		

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 counseling services to all students as needed.	August 2018 - June 2019	Principal/Counselor/Teachers	Counseling Services	5000-5999: Services LCFF- And Other Operating Expenditures Supplemental/Concentration	3000.00
b. Continue to Provide Designated Instructional Services (DIS) counseling and E.R.I.C.s referrals for students.	August 2018-June 2019	Principal/Psychologist	psychologist No Cost		0
c. Provide small group counseling for identified students to support their social, emotional and academic success in school.	August 2018-June 2019	Principal/Psychologist	Counseling/Psychologist ; no cost		0

Strategy:

4. Utilize behavioral intervention specialist and behavioral intervention assistants at the District level to support students, especially Low Income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Utilize District Behavior Specialist	August 2018-June 2019	Principal School Psychologist Teachers	District funded; no cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Provide LCAP Parent Survey	May 2019-June 2019	Principal/District Office	District funded; no cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Support Accelerated Reader Incentive program to increase student achievement in the area of reading, ensuring equitable access for all high priority students.	June 2018-August 2019	Principal	District funded; no cost.		0
b. Principal will address Character Counts and PBIS components at school assemblies and morning messages.	August 2018-June 2019	Principal/Teachers	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
c. Teachers will continue implementation of Character Counts and PBIS in their classrooms throughout the year.	August 2018-June 2019	Principal/Teachers	No cost		0
d. Site will recognize students at monthly award assemblies and a students store who demonstrate Character Counts and PBIS characteristics.	August 2018-June 2019	Site Administrators/Teachers/Classified staff	No Cost		0
e. 4th - 6th graders will participate in the Santa Clarita Valley DFY Program.	August 2018-June 2019	Principal/Teachers	DFY. No cost; district funded.		0
f. 6th grade will participate in the Botvin Life Skills training through TUPE Grant.	September 2018 - June 2019	Principal/teachers	No cost		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. A. Utilize District LVN at school site.	August 2018-June 2019	Principal	LVN. No cost; district funded.		0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
a. Utilize District Social Worker.	August 2018-June 2019	Principal	Social worker. No cost; district funded.		0

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	52
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	916
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-Base Supplemental/Concentration	710
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	116
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	71
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	1,238

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,206
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	4,283
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		58,984 5,096
Provide Copy Machines	August 2018 to June 2019	Business Department		5000-5999: Services And Other Operating Expenditures		23,900

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	6,050
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	2,354
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	25,350
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	8,566
Provide Instructional Coach TOSA	August 2018 to June 2019	Educational Services	Two Instructional Coaches (TOSAs)	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Conce ntration	17,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base 26
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	LCFF-Base 1,833

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST Online	August 2018 to June 2019	Special Education	San Joaquin County Office of Education Online Student Monitoring system	5000-5999: Services And Other Operating Expenditures	LCFF-Base	807
Provide Social Worker	August 2018 to June 2019	Special Education	Social worker to provide comprehensive services to parents, students and staff addressing barriers that limit students. Especially low income, foster youth and English learners.	5000-5999: Services And Other Operating Expenditures	LCFF-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	61501	0.00
LCFF- Supplemental/Concentration	18400	0.00
Misc. Grants	0	0.00
PTA	25837.74	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	1,030.44
District Funded	0.00
LCFF- Supplemental/Concentration	18,400.00
LCFF-Base	61,501.00
PTA	25,837.74

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,030.44
1000-1999: Certificated Personnel Salaries	20,402.39
2000-2999: Classified Personnel Salaries	11,849.00
3000-3999: Employee Benefits	5,482.36
4000-4999: Books And Supplies	46,377.49
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating	18,427.50
5900: Communications	200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		1,030.44
	District Funded	0.00
	District Funded	0.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1,400.00
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	3,000.00
5800: Professional/Consulting Services	LCFF- Supplemental/Concentration	14,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	20,402.39
2000-2999: Classified Personnel Salaries	LCFF-Base	11,849.00
3000-3999: Employee Benefits	LCFF-Base	5,482.36
4000-4999: Books And Supplies	LCFF-Base	23,567.25
5900: Communications	LCFF-Base	200.00
4000-4999: Books And Supplies	PTA	21,410.24
5800: Professional/Consulting Services	PTA	4,427.50

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,056.31
Goal 2	75,135.61
Goal 3	4,924.75
Goal 4	4,652.51
Goal 6	0.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eric Guerrero, Principal	X				
Renee Perez, Teacher		X			
Rebecca Krauth, Teacher		X			
Vicky Hamilton, Teacher		X			
Kristie Hilton, Teacher		X			
Graciela Aguilar, Parent				X	
Katrina Alcantar, Parent				X	
Karen Teufert, Parent				X	
Jesse Perez, Parent				X	
Ritsa Tsangarides, Parent				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/27/18.

Attested:

Mr. Eric Guerrero

Typed Name of School Principal

Signature of School Principal

Date

Mrs. Ritsa Tsangarides

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
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State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

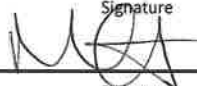
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

	Signature
	Signature
	Signature
	Signature
	Signature
	Signature
	Signature

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.
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Attested:

Mr. Eric Guerrero		10-17-18
Typed Name of School Principal	Signature of School Principal	Date
Mrs. Ritsa Tsangarides		10-18-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date