

# The School Plan for Student Achievement

**School:** Pinetree Community School  
**CDS Code:** 19-65045  
**District:** Sulphur Springs Union School District  
**Principal:** Deb Stilson  
**Revision Date:** March 2019

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

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

Pinetree Empowers All!

#### Vision:

Pinetree School is a community of lifelong learners who demonstrate the knowledge, skills, and values required of productive global citizens. These attributes are developed within a learning environment that is engaging, inspiring, and challenging.

#### Mission:

Pinetree Community School provides an exceptional education that addresses students' unique learning styles, cultivates critical thinking skills, builds strong character, and enables our students to contribute to their communities in meaningful and positive ways.

## School Profile

\* Pinetree Community School opened in 1988. We are located in a suburban area in the north-eastern end of the Santa Clarita Valley. Our campus is in a residential area and serves a mixed socioeconomic population who live in both single and multiple family dwellings.

\* We educate approximately 600 students in grades TK-6. Our two significant student subgroups are: White, Hispanic, and Socioeconomically Disadvantaged. English Learner students make up about 7.5% of our student population and GATE (Gifted and Talented) students represent approximately 4.5% of our student body.

\* Special Education services offered at Pinetree include 2 full-time Special Day Classes inclusive of grades 1 through 6, a full time Resource Specialist teacher, a full-time Speech and Language Specialist, and a part-time school psychologist. These individuals help meet the needs of our special needs students and they serve as resources for our school.

\* Pinetree was named a California Distinguished School in 2014. Pinetree teachers continuously aim to close the achievement gap between all of our subgroups. Our scores reflect the work of our excellent teachers, along with our support staff, and their ability to meet the needs of all our students. Pinetree was also recognized as a California Distinguished School in 2004 and 1993.

\* Thanks to our amazing PTA and our partnership with Cultivating Creative Minds, a nonprofit organization, we are able to provide enrichment classes to our students. Three credentialed teachers teach a specific subject; art, music, and dance/movement. Students move through three rotations for ten weeks; for a total of 30 weeks. As students enjoy the arts, teachers have a 45 minute grade level release time to collaborate, plan, and discuss student progress each week.

\* We continue to provide training and support to teachers to help them integrate technology into the curriculum. Every classroom is equipped with a SmartBoard, HoverCam, voice amplification sound system, teacher laptop computer, teacher iPad, and 1:3 ratio of students iPads. Pinetree has a network (PTN) which is produced and hosted by 5th and 6th grade students. Morning announcements are broadcasted daily to the entire school via this network over the Smart Boards in each class. All students participate in the Accelerated Reader Program. A majority of our library books have accompanying Accelerated Reader tests to go with them. Our school's personalized homepage on the Internet enables students, parents and community members to keep informed of school happenings, and communicate with staff through email. We also utilize the BlackBoard Connect system to electronically send phone messages enabling us to communicate quickly with parents on a school-wide scale.

\* Parents are an integral part of the school community. The PTA devotes many volunteer hours to support our school and academic programs. Additionally, they provide funds to help support instruction in the classroom, field trips, and other site needs. This year the PTA fundraising focus is to support our partnership with Cultivating Creative Minds, our enrichment class provider.

\*\*\* Please visit: <https://www.sssd.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=108&dataid=571&FileName=PT-SARC.pdf>

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

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

### **Classroom Observations**

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

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

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

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

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

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

### **Staffing and Professional Development**

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

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

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

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

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

All staff development in the district centers on the Board approved Local Control Accountability Plan (LCAP), Local Education Agency Plan Addendum, and the SSUSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the district diagnostic data, new adoptions, and staff input. A major thrust has been on implementing and understanding the standards in the core curriculum, data from student assessment, adoption cycle, new programs, state and federal mandates, and other professional needs aimed at supporting all teachers from the brand new to the experienced. During the 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. 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**

1. Although support for positive socio-emotional achievement is provided through the LCAP, the site needs additional funds to ensure students have an opportunity to access necessary resources.

2. Due to the high percentage of working parents, the site needs to address the low percentage of parent attendance at site and district events.
3. Although teachers have the opportunity to collaborate twice a month and weekly during Enrichment time, we still need to create other avenues for teacher collaboration for lesson planning, unit development, 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	81	79	83	79	79	83	79	79	83	97.5	100	100
Grade 4	81	83	82	79	82	82	79	82	82	97.5	98.8	100
Grade 5	87	85	88	85	85	88	85	85	88	97.7	100	100
Grade 6	87	84	88	85	84	86	85	84	86	97.7	100	97.7
All Grades	336	331	341	328	330	339	328	330	339	97.6	99.7	99.4

\* 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	2472.8	2470.1	2443.2	43	45.57	36.14	32	21.52	19.28	13	20.25	21.69	13	12.66	22.89
Grade 4	2466.4	2507.7	2513.4	22	47.56	47.56	22	17.07	21.95	34	20.73	12.20	23	14.63	18.29
Grade 5	2525.4	2504.1	2525.1	28	20.00	28.41	36	35.29	29.55	16	17.65	22.73	19	27.06	19.32
Grade 6	2547.7	2548.8	2541.9	16	19.05	19.77	45	41.67	38.37	25	26.19	26.74	14	13.10	15.12
All Grades	N/A	N/A	N/A	27	32.73	32.74	34	29.09	27.43	22	21.21	20.94	17	16.97	18.88

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	43	36.71	26.51	43	44.30	46.99	14	18.99	26.51	
Grade 4	19	39.02	46.34	54	46.34	37.80	27	14.63	15.85	
Grade 5	34	21.18	31.82	41	48.24	47.73	25	30.59	20.45	
Grade 6	21	29.76	23.26	61	50.00	52.33	18	20.24	24.42	
All Grades	29	31.52	31.86	50	47.27	46.31	21	21.21	21.83	

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	35	49.37	37.35	49	36.71	34.94	15	13.92	27.71
Grade 4	23	43.90	42.68	57	39.02	39.02	20	17.07	18.29
Grade 5	29	27.06	38.64	53	48.24	32.95	18	24.71	28.41
Grade 6	29	30.95	34.88	53	53.57	50.00	18	15.48	15.12
All Grades	29	37.58	38.35	53	44.55	39.23	18	17.88	22.42

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	36.71	28.92	66	54.43	55.42	5	8.86	15.66
Grade 4	19	29.27	35.37	70	56.10	53.66	11	14.63	10.98
Grade 5	28	21.18	26.14	61	52.94	63.64	11	25.88	10.23
Grade 6	13	25.00	15.12	73	63.10	65.12	14	11.90	19.77
All Grades	22	27.88	26.25	67	56.67	59.59	10	15.45	14.16

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	56	46.84	38.55	35	39.24	37.35	9	13.92	24.10
Grade 4	18	43.90	39.02	61	41.46	48.78	22	14.63	12.20
Grade 5	36	21.18	32.95	54	57.65	51.14	9	21.18	15.91
Grade 6	36	30.95	36.05	56	57.14	50.00	7	11.90	13.95
All Grades	37	35.45	36.58	52	49.09	46.90	12	15.45	16.52

**Conclusions based on this data:**

1. Overall, the percentage of students who reached Standards Exceeded and Standards Met decreased slightly. It went from a total of 61.82% to 60.17%.
2. The percentage of students in the Above Standard increased slightly in both Writing and Research/Inquiry claim areas.
3. Our weakest claim area continues to be in the Listening claim area, where 26.25% of our students are 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	81	79	83	79	79	83	79	79	83	97.5	100	100
Grade 4	81	83	83	78	82	83	78	82	83	96.3	98.8	100
Grade 5	87	85	88	85	85	88	85	85	88	97.7	100	100
Grade 6	87	84	88	85	84	87	85	84	87	97.7	100	98.9
All Grades	336	331	342	327	330	341	327	330	341	97.3	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	2449.2	2445.9	2429.7	24	24.05	18.07	32	34.18	32.53	28	26.58	30.12	16	15.19	19.28
Grade 4	2473.5	2493.1	2478.0	14	28.05	21.69	33	24.39	31.33	38	31.71	25.30	14	15.85	21.69
Grade 5	2502.7	2503.3	2505.6	19	20.00	21.59	20	22.35	18.18	35	31.76	27.27	26	25.88	32.95
Grade 6	2542.8	2553.6	2549.2	20	28.57	26.44	25	30.95	29.89	38	26.19	26.44	18	14.29	17.24
All Grades	N/A	N/A	N/A	19	25.15	21.99	27	27.88	27.86	35	29.09	27.27	19	17.88	22.87

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	41	37.97	28.92	41	40.51	43.37	19	21.52	27.71
Grade 4	32	40.24	28.92	38	25.61	42.17	29	34.15	28.92
Grade 5	25	25.88	28.41	36	32.94	26.14	39	41.18	45.45
Grade 6	29	38.10	43.68	46	44.05	34.48	25	17.86	21.84
All Grades	31	35.45	32.55	40	35.76	36.36	28	28.79	31.09

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	35.44	27.71	49	39.24	43.37	23	25.32	28.92
Grade 4	15	32.93	26.51	59	41.46	44.58	26	25.61	28.92
Grade 5	16	21.18	22.73	53	43.53	44.32	31	35.29	32.95
Grade 6	18	21.43	19.54	55	60.71	49.43	27	17.86	31.03
All Grades	19	27.58	24.05	54	46.36	45.45	27	26.06	30.50

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	37	37.97	31.33	51	49.37	53.01	13	12.66	15.66
Grade 4	19	31.71	31.33	58	45.12	42.17	23	23.17	26.51
Grade 5	18	20.00	19.32	54	50.59	51.14	28	29.41	29.55
Grade 6	18	25.00	25.29	65	59.52	48.28	18	15.48	26.44
All Grades	23	28.48	26.69	57	51.21	48.68	20	20.30	24.63

**Conclusions based on this data:**

1. Overall, the percentage of students who reached Standards Exceeded and Standards Met decreased slightly. It went from a total of 53.03% to 49.85%.
2. The percentage of students in the Above Standard decreased slightly in all three of claim areas.
3. Our weakest claim area continues to be in Problem Solving & Modeling/Data Analysis, where 24.05% of our students were Above Standard.

## School and Student Performance Data

### ELPAC Results

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

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

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

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

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

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

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

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

#### Conclusions based on this data:

1.

## School and Student Performance Data

### California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.2	27.1	47.1
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 credentialled 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 credentialled 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; 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
<b>Findings from the Analysis of this Data:</b> Overall attendance rate: 95.9%; Eighteen students participated in counseling; monthly safety drills were conducted; 0% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report
<b>How the School will Evaluate the Progress of this Goal:</b> 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
<b>Strategy:</b> 1. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Purchase instructional materials.	8/2018 to 5/2019	Principal	supplies	4000-4999: Books And Supplies	LCFF-Base 9820.93
B. Utilize the SSUSD Instructional Media Center (IMC) for supplemental materials	8/2018 to 5/2019	Teachers	No Cost		0

**Strategy:**

2. Maintain facilities and play areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Purchase custodial supplies to maintain a safe and clean campus.	7/2018-6/2019	Principal, custodians	supplies	4000-4999: Books And Supplies	LCFF-Base 6500.00
B. Conduct monthly safety walks.	7/2018-6/2019	Principal, custodians	No cost		0

**Strategy:**

3. 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
A. Maintain Noon Supervisor schedule	8/2018 to 6/2019	Principal, Office Manager	No Cost		0
B. Provide training	8/2018 to 6/2019	Principal	No Cost		0

**Strategy:**

4. Conduct annual safety drills.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Conduct monthly drills, including Earthquake, 3-in-1 and Lockdown drills.	8/2018 to 6/2019	Principal	No Cost		0

**Strategy:**  
5. Provide annual mandatory training to school site staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Site will provide training for certificated staff	8/2018-6/2019	Principal	No cost		0
B. Site will provide training for classified staff	8/2018-6/2019	Principal	No Cost		0

**Strategy:**  
6. Regularly monitor attendance of all students, especially unduplicated student population, and provide incentives to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Amount	
A. Site will provide an extra 1.5 hour Office Assistant to communicate with parents and verify absences.	8/2018-6/2019	Principal	Office Assistant: Bilingual	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	2063
			Office Assistant: Bilingual	3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration	604.67
			Office Assistant: Extra time	2000-2999: Classified Personnel Salaries	LCFF-Base	3833
			Office Assistant: Extra time	3000-3999: Employee Benefits	LCFF-Base	1123.45
B. Purchase postage to communicate attendance concerns to families.	8/2108-6/2019	Principal	postage	5900: Communications	LCFF-Base	100.00
C. Purchase office supplies to support communication.	8/2108-6/2019	Principal	office supplies	4000-4999: Books And Supplies	LCFF-Base	650.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
D. Adopt October as perfect attendance month.	October 2018	Principal Teachers Office Staff	No cost		0.00

**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

**Strategy:**

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

## Planned Improvements in Student Performance

### School Goal #2

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

<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.
<b>SCHOOL GOAL #2:</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. For ELA, 70% of our students will score in the Standards Exceeded and Standards Met combined. Which is an increase of 10%. For Math, 60% of our students will score in the Standards Exceeded and Standards Met combined. Which is an increase of 10%. All students will show one years growth in reading as indicated by the STAR reading GE. 70% of students will score at grade level on District Benchmarks; both ELA & Math. All EL students will improve one level as indicated on annual ELPAC scores.
<b>Data Used to Form this Goal:</b> CAASPP Results, STAR Reading Assessments, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans
<b>Findings from the Analysis of this Data:</b> Overall, the percentage of the number of students in the Standard Not Met and Standard Nearly Met decreased. The percentage of students in the Above Standard increased in three of the four claim areas. Our weakest claim area is Listening, where 27.88% of our students are above standard. The percentage of students in the Standards Exceeded and Standard Met performance bands increased in Mathematics for all grade levels. The percentage of students in the Above Standard increased in all three of claim areas. Our weakest claim area is in Problem Solving & Modeling/Data Analysis, where 27.58% of our students were above standard.
<b>How the School will Evaluate the Progress of this Goal:</b> 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
<b>Strategy:</b>

1. Provide professional development to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development to staff	8/2018-6/2019	Administrators, Leadership, Teachers	No Cost			0

**Strategy:**

2. Provide California State ELA/ELD supplementary and/or digital standards based materials to assist with intervention and enrichment programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide materials for intervention and enrichment	8/2018-6/2019	Administrator	SIPPS Intervention: district funded Imagine Literacy	Books PTA And Supplies		0 9900
			Renaissance products: district funded Brain Pop Subscription: PTA funded Imagine Math	Books PTA And Supplies Books LCFF-Supplemental/Concentration		0 2153 8500

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will meet regularly to improve ELA and Math units, refine assessments and evaluate assessment data (for All Students, Including Low Income, Foster Youth, and Socially-economically disadvantaged).	8/2018-6/2019	Administrator, teachers	Enrichment time	5800: Professional/Consulting Services And Operating Expenditures	PTA	9788
B. Provide teachers with opportunities to collaborate on professional responsibilities by providing input in the school's plan, participating in SSC, Leadership, etc.	8/2018-6/2019	Administrator, teachers	Extra hourly duty	1000-1999: Certificated Personnel Salaries	LCFF-Base	1650
			Benefits	3000-3999: Employee Benefits	LCFF-Base	350.96

**Strategy:**

4. Continue to assist teachers with monitoring student data to implement intervention as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administer Kindergarten screening prior to school beginning.	8/2018	Administrator, teachers	extra hourly	1000-1999: Certificated Personnel Salaries	LCFF-Base	624
B. Provide professional development	8/2018-6/2019	Administrator, teachers	extra hourly	3000-3999: Employee Benefits	LCFF-Base	132.72
			PD Tuesdays			0

**Strategy:**

5. Increase the number of students, especially English Learners, Foster Youth, and 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 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 or after school tutoring	8/2018-6/2019	Administrator, teachers	extra hourly	1000-1999: Certificated Personnel Salaries	LCFF-Base	3000.00
B. Teachers will systematically provide differentiated daily lessons by integrating the Depth and Complexity Framework	8/2018-6/2019	Administrator, teachers	extra hourly	3000-3999: Employee Benefits	LCFF-Base	638.10
			No cost			0

**Strategy:**

6. 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	Funding Source	Amount
A. Provide designated ELD instruction to increase the percentage of EL students making at least one year's growth in English Proficiency.	8/2018-6/2019	Administrator, teachers	No cost			0
B. Implement CA State ELD Standards for all EL students and support teachers with continued CA State ELD standards based Professional Development.	8/2018-6/2019	Administrator, teachers	No cost			0
C. Provide additional aide support during designated ELD time.	8/2018-6/2019	Administrator	instructional assistant	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	4228.78
			benefits	3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration	371.71
			instructional assistant	2000-2999: Classified Personnel Salaries	LCFF-Base	7813.22
			benefits	3000-3999: Employee Benefits	LCFF-Base	686.78

**Strategy:**  
 7. Utilize District 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. Coordinate support between EL Program Coordinator and teachers	8/2019-6/2019	Administrator	No cost		0

**Strategy:**  
 8. Coordinate 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. Coordinate schedule, maintain subs, and complete paperwork	8/2018-6/2019	Administrator	No Cost		0

**Strategy:**  
 9. Provide instruction, support and/or intervention in core subjects at the site level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Maintain a Curriculum Specialist at the site	8/2018-6/2019	Administration	curriculum specialist	2000-2999: Classified Personnel Salaries	12483.00
B. Coordinate extra support during testing	8/2018-6/2019	Administration	curriculum specialist	3000-3999: Employee Benefits	1097.26
			extra hourly	2000-2999: Classified Personnel Salaries	700
				3000-3999: Employee Benefits	61.18
C. Provide substitutes to support teachers during trimester assessments	10/2018-6/2019	Administration	substitute support	1000-1999: Certificated Personnel Salaries	2000
			sub benefits	3000-3999: Employee Benefits	425.40



**Strategy:**

10. Support the District's outside of the school year intervention/enrichment academies (Winter and Summer Academies for low income, English Learners, and Foster Youth; GATE Academies, 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	Funding Source	Amount
A. Distribute, monitor, collect student invitations for academies and programs	8/2018-6/2019	Administrator, teachers	No cost			0

**Strategy:**

11. 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	Amount
A. Administer 7th grade placement test for current 6th graders.	8/2018-6/2019	Administrator, teachers	No cost			0
B. Participate in articulation meetings with Wm. S. Hart feeder schools (Sierra Vista & Canyon High School) to prepare 6th grade students for a successful transition.	8/2018-6/2019	Administrator, teachers	No cost			0

**Strategy:**

12. Utilize the District's Library Resource 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	Amount
A. Create and maintain schedule	8/2018-6/2019	Administrator	No cost			0

**Strategy:**

13. Utilize the District's Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers to support students at risk.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Coordinate support between District TOSA and teachers	8/2018-6/2019	Administrator, teachers	No cost			0

**Strategy:**

14. 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 resources to support the implementation of the Next Generation Science Standards (NGSS).	8/2018-6/2019	Administrator	supplies	4000-4999: Books And Supplies	LCFF-Base	500

**Strategy:**

15. 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. Purchase materials for visual and performing arts (VAPA) plan which focuses on arts integration.	8/2018-6/2019	Administrator	supplies	4000-4999: Books And Supplies	LCFF-Base	500
B. Utilize Cultivating Creative Minds to support implement of Visual and Performing Arts.	9/2018-6/2019	Administrator	CCM: District Funded(\$9900.00)			0

**Strategy:**

16. 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. 1st-6th grade teachers will provide a minimum of 200 minutes of P.E. every two weeks.	8/2018-6/2019	Administrator, teachers	No Cost		0
B. Teachers of kindergarten students will implement fine and gross motor activities in their daily lessons.	8/2018-6/2019	Administrator, teachers	No Cost		0

**Strategy:**

17. 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	8/2018-6/2019	Administrator	supplies, replacements	4000-4999: Books And Supplies	LCFF-Base 500

**Strategy:**

18. Utilize District provided Computer and Science Lab Assistants as well as supplementary materials 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
A. Create and maintain schedules	8/2018-6/2019	Administrator	No cost		0

**Strategy:**

19. Utilize the District's 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	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.	8/2019-6/2019	Administrator, TOSA, teachers	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

**Strategy:**

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

**Strategy:**

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

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

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 #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: Family and Community Engagement and Involvement</b>
<b>LEA GOAL:</b> Parents and community
<b>LCAP GOAL:</b> 3. All families and the broader community are welcomed and are partners in supporting the whole child.
<b>SCHOOL GOAL #3:</b> 3. 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 the new websites.
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Maintain school websites.	8/2018-6/2019	Administrator	No Cost		0
B. Provide information and updates to families on a weekly basis	8/2018-6/2019	Administrator, teachers	No cost		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. All parents will maintain regular communication with teachers and/or schools through the use of Blackboard Connect, flyers, notes home, phone calls, & website.	8/2018-6/2019	Administrator, Staff	No Cost		0
B. The site will provide after school parent trainings to increase student achievement and parental involvement.	8/2018-6/2019	Administrator	No Cost		0
C. Present relevant information at PTA, SSC, and ELAC meetings.	8/2018-6/2019	Administrator	No Cost		0

**Strategy:**

3. Continue to provide translation to families as needed, including utilizing the Translator at the District.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize District translator services	8/2018-6/2019	Administrator	No Cost		0
B. Utilize site translator services	8/2018-6/2019	Administrator	translator as needed	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration 176.34
			translator as needed	3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration 15.50

**Strategy:**

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Send invitations to families for events and programs	8/2018-6/2019	Administrator, teachers	No cost		0
B. Include District events in weekly Black Board Connect message to families	8/2018-6/2019	Administrator	No cost		0

**Strategy:**

5. Sites' SSCs and ELACs will provide input in the schools' and District's plans (i.e. Single Plan for Student Achievement (SPSA), School Safety Plans, LCAP, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings.	8/2018-6/2019	Administrator, Teachers	No Cost		0

**Strategy:**

6. Support and train parents as needed on how to access the Aeries Parent Portal to view student attendance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Computer for parent use is available in the office	8/2018-6/2019	Administrator	No Cost		0
B. Provide training to new families and updates to families that have been in the district	8/2018-6/2019	Administrator	No Cost		0

**Strategy:**

7. 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.	8/2018-6/2019	Administrator	No Cost		0

**Strategy:**

8. Support the District's Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in and out of school, 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	Amount
A. Inform families of resources and opportunities to as needed	8/2018-6/2019	Administrator	No Cost		0

**Strategy:**

9. Support new parent orientation meetings with the District to welcome our new families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Host the New Family Open House.	1/2019	Administrator	No Cost		0
B. Coordinate kindergarten and transitional kindergarten orientations	8/2018-6/2019	Administrator	No Cost		0

**Strategy:**

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

**Strategy:**

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

<b>Strategy:</b>			

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:

<b>SUBJECT: Supporting the Whole Child</b>
<b>LEA GOAL:</b> Effective teaching and administration
<b>LCAP GOAL:</b> 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.
<b>SCHOOL GOAL #4:</b> 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.
<b>Data Used to Form this Goal:</b> Surveys, Counseling attendance sheets, Discipline reports
<b>Findings from the Analysis of this Data:</b> 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
<b>How the School will Evaluate the Progress of this Goal:</b> Monitor discipline records, counseling attendance; conduct surveys

<b>Strategy:</b> 1. Increase students reporting positive relationships.
--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Increase students reporting positive relationships.	8/2018-6/2019	Administrator	No cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Administer the CA Healthy Kids Survey (CHKS) and the Student LCAP Survey.	4/2019-5/2019	Administrator, teachers	No cost			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	Amount
A. Schedule monthly SST Marathon days	8/2018-5/2019	Administrator	roving substitutes: District funded			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide small group counseling for identified students to support their social and academic success in school.	9/2018-6/2019	Administrator, teachers, counselor	Counseling Services	5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/ Conce ntration	3000.00

**Strategy:**

4. Utilize the District's Behavioral Intervention Specialist and Behavioral Intervention Assistants to support students in regular and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Utilize District behavior specialist	8/2018-6/2019	Administrator, teachers	No cost		0

**Strategy:**

5. Increase parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Encourage family participation of surveys	4/2019-6/2019	Administrator, teachers	No Cost		0

**Strategy:**

6. Implement positive academic and behavior programs that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement an incentive/recognition reading program	8/2018-6/2019	Administrator, teachers	Medal, pins, trophies	4000-4999: Books And Supplies	PTA	1000
B. Teach and promote Character Counts, GLAD Personal Standards, and the Pioneer Pledge	8/2018-6/2019	Administrator, teachers	No cost			0
C. Recognize students at monthly assemblies who demonstrate positive behavior and making good choices	8/2018-6/2019	Administrator, teachers	No cost			0
D. Provide Digital Citizenship training for students and staff	8/2018	Administrator, teachers	No cost			0
E. 4th - 6th grader students participate in the Santa Clarita Valley DFY Program	8/2018-6/2019	Administrator, teachers	No cost			0
F. 6th grade students participate in Tobacco Use Prevention Education (TUPE)	8/2018-6/2019	Administrator, teachers	No cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize the District's Licensed Vocational Nurses (LVNs) to support the health of students in need.	8/2018-6/2019	Administrator, teachers, LVNs	No cost		0
B. Purchase health office supplies	8/2018-6/2019	Administrator, health clerk	supplies	4000-4999: Books And Supplies LCFF-Base	500

**Strategy:**

8. Utilize the District's school Social Worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their educational experience.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize the District's School Social Worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their educational experience.	8/2018-6/2019	Administrator, Social Worker	No cost		0

**Strategy:**

**Actions to be Taken to Reach This Goal**

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

**Strategy:**

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

Strategy:

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

Strategy:

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



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<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	47
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	828
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	641
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	105
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	64
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	1,119
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,090

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	3,871
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		37,109 3,206
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	5,469
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	2,128
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	35,550
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	12799
Provide Renaissance Place	August 2018 to June 2019	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	7,742
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

<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	55690	0.00
LCFF- Supplemental/Concentration	18960	0.00
PTA	22841	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF- Supplemental/Concentration	18,960.00
LCFF-Base	55,690.00
PTA	22,841.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	7,274.00
2000-2999: Classified Personnel Salaries	31,297.34
3000-3999: Employee Benefits	5,507.73
4000-4999: Books And Supplies	40,523.93
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating	9,788.00
5900: Communications	100.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	6,468.12
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	991.88
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	8,500.00
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	7,274.00
2000-2999: Classified Personnel Salaries	LCFF-Base	24,829.22
3000-3999: Employee Benefits	LCFF-Base	4,515.85
4000-4999: Books And Supplies	LCFF-Base	18,970.93
5900: Communications	LCFF-Base	100.00
4000-4999: Books And Supplies	PTA	13,053.00
5800: Professional/Consulting Services	PTA	9,788.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	24,695.05
<b>Goal 2</b>	68,104.11
<b>Goal 3</b>	191.84
<b>Goal 4</b>	4,500.00

## 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
Deb Stilson, Principal	X				
Ginny Wells, Parent				X	
Jennifer Owen, Parent				X	
Kym Johnson, Parent				X	
Jenny Hefner, Parent				X	
Heather Beard, Parent				X	
Kim Pithey, Teacher		X			
Tracy Ahart, Teacher		X			
Tina Yamaguchi, Teacher		X			
April Reaber, Classified			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</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

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

Teachers

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/19/2017.

Attested:

Deb Stilson

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

