

# The School Plan for Student Achievement

**School:** Leona Cox Community School  
**CDS Code:** 19-65045  
**District:** Sulphur Springs Union School District  
**Principal:** Mrs. Heather Drew  
**Revision Date:** October 2018

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

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

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

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## School Vision and Mission

### Leona Cox Community School's Vision and Mission Statements

#### Vision Statement

In order to achieve our mission, we envision a school in which:

- There is a commitment to continuous improvement through the use of collaborative teams and data analysis
- All students have access to a rigorous, standards based curriculum
- Systematic intervention is based on common, timely, effective assessment
- Appropriate strategies are used to support instruction based on individual needs
- Provide all students an opportunity to use technology efficiently to develop critical thinking skills that apply to real life situations
- The diversity of the school community is embraced and valued
- Academic growth, success and citizenship are celebrated
- Respectful partnerships exist among staff, parents, students, and the community

#### Mission Statement

We, the Professional Learning Community at Leona Cox Community School:

BELIEVE that we will meet the learning needs of all students who will

ACHIEVE academic success in a caring, safe, supportive, learning environment, and

SUCCEED in reaching specific, measurable, and articulated goals while becoming citizens of good character.

## School Profile

Leona Cox Community School is located in Santa Clarita Valley, as part of the Sulphur Springs Union School District. The multi-leveled campus' school attendance boundaries include single-family homes, mobile home parks, and apartment complexes. Leona Cox School opened its doors to students in 1964. Today the school serves approximately 513 students, in preschool through sixth grade. Leona Cox is a Title One school that utilizes TK-6th grade. In addition to the seventeen regular education classrooms, there are 5 Special Day preschool classes, serving communicatively challenged children, and 3 Autism classes, serving students with a diagnosis of Autism along with moderate to severe delays in cognitive functioning and language development. Also on campus is the Bridge program, serving students with significant speech/language delays who require more than speech therapy, but do not require a self-contained Special Day Class (SDC) program. Students attend Bridge for 90 minutes, two times per week, to work on speech/language development, social skills, and academic readiness skills. In addition, we have Occupational Therapist (OT) and Physical Therapist (PT) clinics on site staffed by specialists. We have a state preschool on campus which works with our Special Education preschoolers, providing opportunities for integration into a regular preschool setting. The support staff includes 4.8 Speech and Language Specialists, a Resource Teacher, 2 School Psychologists, an Adaptive P.E. Teacher, and an Occupational Therapist.

Leona Cox School is an ethnically diverse school with 64.48% Hispanic students, 20.33% White students, 4.72% African American students, 6.37% Asian students, and 4.11% students from multiple races. The school is linguistically diverse as well with approximately 21.56% percent of students identified as English Learners. Although Spanish is the dominant non-English home language, there are eight other home languages used by students in the school. Approximately 64% percent of Leona Cox students are identified as Socioeconomically Disadvantaged. Parent involvement and parent volunteers play an essential role in the success of Leona Cox students with extra-curricular activities and in-house enrichment programs such as Cultivating Creative Minds visual and performing arts programs.

Our school improvement goals for 2018-2019 will focus on English Language Arts by improving students' reading comprehension and writing in all grade levels and subgroups, Mathematics focusing in communicating reasoning for all grade levels and subgroups, Integrated and Designated English Language Development, the implementation of Next Generation Science Standards (NGSS), the continued implementation of CHAMPS, our proactive behavior support plan, and social/emotional learning that supports the child as a whole. Leona Cox School staff is committed to improving student achievement through the framework of our Professional Learning Community using:

- Collaborative teams

- Data analysis to drive instruction
- Engaging, rigorous standards-based curriculum
- Instructional strategies, techniques and technology to meet the needs of diverse learners
- Informing parents and community members about various aspects of the educational programs
- Promoting a clean and safe learning environment
- Providing effective communication between home, school and the community

Technology continues to be a significant focus, with every classroom outfitted with a wireless teacher laptop computer, one or two SMART Boards, a document camera, a teacher iPad and a ratio of three to one student iPads. The school also has a class set Chrome Notebooks per grade level, which are shared; each 6th grade classroom has their own set of chrome books. The school houses a Computer Lab with a SMART Board, printers, 34 desktop computers, and Computer Tech Aide. Every student has supervised Internet access and works toward achieving grade level technology standards. Likewise, Leona Cox has a state-of-the art Science Lab that includes a SMART Board, ELMO, an Apple Docking Station, and Science Lab Aide. Additionally, our library has a student to book ratio of over 25:1.

There exists a strong sense of pride, commitment, and caring among the staff, students, parents, and the community of Leona Cox School. We all Believe, Achieve and Succeed at Leona Cox School!

## **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), walk through classrooms to support teachers in standards implementation, classroom management, and monitoring of programs. Both administrator(s) and teachers work collaboratively to ensure that effective instruction is implemented to support student achievement (both academically and socially).

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

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

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

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

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

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

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

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

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

#### **Staffing and Professional Development**

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

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

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

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

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

All staff development in the district centers on the Board approved Local Control Accountability Plan (LCAP), Local Education Agency Plan Addendum, and the SSUSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the district diagnostic data, new adoptions, and staff input. A major thrust has been on implementing and understanding the standards in the core curriculum, data from student assessment, adoption cycle, new programs, state and federal mandates, and other professional needs aimed at supporting all teachers from the brand new to the experienced. During the 2017 - 2018 school year, all professional development opportunities will support the goals of increasing proficiency in Language Arts, Reading Comprehension, Math, English Language Development, California Common Core State Standards Implementation, Next Generation Science Standards (NGSS) implementation, and Technology Integration. Both the district and the school site provide opportunities for teachers to attend workshops and conferences offsite. Teachers who attend bring back knowledge that is shared with teachers at the school and across the district. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The district and site identifies consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. The district will continue to provide targeted professional development for all administrators and teachers. The goal will be to focus on English Language Arts textbook adoption, close reading, English Language Arts Development (ELD), common formative assessment creation, Next Generation Science Standards (NGSS) implementation, and the continued implementation with fidelity of the Math Expressions curriculum. A committee of teachers and administrators will work throughout the year to provide direction in California Common Core State Standards, best practices, resources, materials, and professional development. One Teacher on Special Assignment (TOSA) assists with implementation of Instructional Technology. An EL Program Coordinator supports EL instruction and Professional Development. Two Teachers on Special Assignment (TOSAs) serve as Instructional Coaches.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

## Parental Involvement

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

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

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

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

## Funding

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

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

### 18. Fiscal support (EPC)

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

## **Description of Barriers and Related School Goals**

Parents difficulty to provide academic support due to limited English skills, limited schooling (in US or another country), work schedule, or other family issues impacts student's learning readiness and/or behavior.

Although teachers have the opportunity to collaborate twice a month, more opportunities need to be provided to consistently analyze data to drive instruction.

Split classes make teaching with fidelity the new ELA adoption and Math series very challenging: scores may reflect these challenges.

Much of the current budget is focused on teacher training and support in analyzing data from multiple sources to combine resources with current ELA and Math curriculum to help close the achievement gaps in both ELA and Math.



## 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	58	65	64	56	65	62	56	65	62	96.6	100	96.9
Grade 4	68	62	69	68	59	68	68	59	68	100	95.2	98.6
Grade 5	83	63	58	81	62	56	81	62	56	97.6	98.4	96.6
Grade 6	71	86	69	70	86	69	70	86	69	98.6	100	100
All Grades	280	276	260	275	272	255	275	272	255	98.2	98.6	98.1

\* 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	2433.1	2440.0	2451.0	29	33.85	32.26	29	21.54	30.65	18	24.62	25.81	25	20.00	11.29
Grade 4	2481.0	2491.0	2487.9	28	38.98	36.76	31	16.95	20.59	18	22.03	16.18	24	22.03	26.47
Grade 5	2526.5	2518.6	2542.8	26	25.81	37.50	38	35.48	32.14	20	20.97	17.86	16	17.74	12.50
Grade 6	2555.9	2561.0	2542.8	23	27.91	17.39	44	39.53	37.68	21	22.09	31.88	11	10.47	13.04
All Grades	N/A	N/A	N/A	26	31.25	30.59	36	29.41	30.20	19	22.43	23.14	19	16.91	16.08

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	20	29.23	29.03	46	41.54	53.23	34	29.23	17.74	
Grade 4	22	37.29	33.82	53	40.68	41.18	25	22.03	25.00	
Grade 5	32	24.19	28.57	43	58.06	57.14	25	17.74	14.29	
Grade 6	27	24.42	30.43	60	58.14	47.83	13	17.44	21.74	
All Grades	26	28.31	30.59	51	50.37	49.41	24	21.32	20.00	

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	29	35.38	24.19	46	40.00	56.45	25	24.62	19.35
Grade 4	25	35.59	32.35	50	42.37	45.59	25	22.03	22.06
Grade 5	38	32.26	46.43	40	54.84	32.14	22	12.90	21.43
Grade 6	31	37.21	28.99	49	44.19	49.28	20	18.60	21.74
All Grades	31	35.29	32.55	46	45.22	46.27	23	19.49	21.18

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	20	21.54	32.26	66	67.69	61.29	14	10.77	6.45
Grade 4	22	25.42	26.47	68	59.32	60.29	10	15.25	13.24
Grade 5	23	20.97	25.00	63	66.13	64.29	14	12.90	10.71
Grade 6	16	31.40	21.74	81	61.63	65.22	3	6.98	13.04
All Grades	20	25.37	26.27	69	63.60	62.75	10	11.03	10.98

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	29	38.46	41.94	50	49.23	50.00	21	12.31	8.06
Grade 4	25	33.90	27.94	60	45.76	57.35	15	20.34	14.71
Grade 5	42	27.42	41.07	46	51.61	46.43	12	20.97	12.50
Grade 6	37	50.00	33.33	54	39.53	52.17	9	10.47	14.49
All Grades	34	38.60	35.69	52	45.96	51.76	14	15.44	12.55

**Conclusions based on this data:**

1. 60.79% of all students in Grades 3-6 scored in "Standards Met" or "Standards Exceeded"
2. The overall scores show a slight improvement over the last three years.
3. Research Inquiry and Writing are the strongest of the claims tested. Listening is the area of greatest improvement needed.

## 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	58	65	64	57	65	63	57	65	63	98.3	100	98.4
Grade 4	68	62	69	68	60	68	68	60	68	100	96.8	98.6
Grade 5	83	63	58	82	63	56	82	63	56	98.8	100	96.6
Grade 6	71	87	69	69	85	69	69	85	69	97.2	97.7	100
All Grades	280	277	260	276	273	256	276	273	256	98.6	98.6	98.5

\* 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	2441.5	2434.1	2435.8	26	20.00	12.70	37	32.31	38.10	16	23.08	33.33	21	24.62	15.87
Grade 4	2469.6	2472.0	2470.8	15	15.00	23.53	26	28.33	19.12	40	33.33	30.88	19	23.33	26.47
Grade 5	2493.8	2493.2	2511.0	15	23.81	28.57	18	9.52	21.43	35	28.57	12.50	32	38.10	37.50
Grade 6	2538.8	2523.7	2523.0	20	17.65	15.94	23	20.00	18.84	36	37.65	39.13	20	24.71	26.09
All Grades	N/A	N/A	N/A	18	19.05	19.92	25	22.34	24.22	33	31.14	29.69	24	27.47	26.17

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	35	30.77	28.57	40	35.38	46.03	25	33.85	25.40
Grade 4	24	28.33	29.41	41	36.67	26.47	35	35.00	44.12
Grade 5	20	23.81	41.07	35	30.16	19.64	45	46.03	39.29
Grade 6	29	23.53	21.74	38	43.53	46.38	33	32.94	31.88
All Grades	26	26.37	29.69	38	37.00	35.16	36	36.63	35.16

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	29.23	28.57	49	46.15	53.97	21	24.62	17.46
Grade 4	16	25.00	25.00	51	46.67	36.76	32	28.33	38.24
Grade 5	12	23.81	28.57	49	41.27	37.50	39	34.92	33.93
Grade 6	22	17.65	14.49	55	48.24	50.72	23	34.12	34.78
All Grades	19	23.44	23.83	51	45.79	44.92	30	30.77	31.25

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	30	27.69	19.05	54	52.31	63.49	16	20.00	17.46
Grade 4	22	21.67	26.47	51	50.00	44.12	26	28.33	29.41
Grade 5	10	19.05	17.86	61	41.27	50.00	29	39.68	32.14
Grade 6	28	20.00	15.94	52	51.76	47.83	20	28.24	36.23
All Grades	21	21.98	19.92	55	49.08	51.17	24	28.94	28.91

**Conclusions based on this data:**

1. 44.14% of all students in Grades 3-6 scored in "Standards Met" or "Standards Exceeded"
2. The overall scores show a slight improvement over the last three years.
3. Concepts and Procedures is the strongest of the claims tested. Communicating Reasoning is the area of greatest improvement needed.

## School and Student Performance Data

### ELPAC Results

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

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

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

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

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

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

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

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

#### Conclusions based on this data:

1.

## School and Student Performance Data

### California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19	28.6	11.1
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, LCAP Survey
<b>Findings from the Analysis of this Data:</b> Overall attendance rate: 93.8%; 4% of students participated in counseling; monthly safety drills were conducted; 22% 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. Hire and retain highly qualified staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize highly qualified staff.	August 2018 - June 2019	District	No Cost		0
B. Provide information to teachers on Professional Development offered by the district.	August 2018 - June 2019	Principal Assistant Principal Teachers	No Cost		0
C. Provide Professional Development to teachers based off of site surveys during PD Tuesdays and CCM to support core instruction and further student learning.	August 2018-June 2019	Principal Assistant Principal	No Cost PD Tuesdays CCM		0
D. Provide Site Mentors to new teachers.	August 2018-June 2019	Principal	Sub Release: 6 1/2 days 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration LCFF-Supplemental/Conce ntration	420 89.34

**Strategy:**

2. Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups. Two full days and four minimum days for parent engagement, one day and five minimum days for teacher planning time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize dedicated staff professional development time to disseminate district initiatives that support targeted subgroups.	August 2018-June 2019	District	No Cost		0
B. Provide teachers time during PD Tuesday to complete staff PD survey.	May 2019	Principal Teachers	No Cost		0

**Strategy:**

3. Provide instructional textbook materials for preschool-6th grade that are standards aligned in all subject areas.



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

**Strategy:**

4. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide materials and supplies as needed for supporting universal access to core instruction.	August 2018 - June 2019	Principal	Materials and supplies	4000-4999; Books And Supplies	LCFF-Base	15524.72
				4000-4999; Books And Supplies	Title I	906.82

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Maintain safe playgrounds and classroom in good repair by completing monthly safety walks.	August 2018-June 2019	Principal Lead Custodian Head of Maintenance	No Cost			0
B. Purchase safety cones for valet lane	August 2018-June 2019	Principal Assistant Principal	Large cones for valet	4000-4999; Books And Supplies	LCFF-Base	500
C. Maintain facilities in office for safety reasons	August 2018-June 2019	Principal Office Manager	Office Materials and Supplies	4000-4999; Books And Supplies	LCFF-Base	3500

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
A. Classified staff will participate in District required trainings	August 2018	Principal	Extra Duty Pay	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Base	434 128.03
B. Provide noon supervisor schedule	August 2018-June 2019	Principal Assistant Principal	No Cost	District Funded		0
C. Noon supervisors will participate in a one hour monthly noon supervisor meetings to better practices outside their regular hours.	August 2018-June 2019	Assistant Principal	Extra Duty	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Base	1670 493.24

**Strategy:**

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

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

**Strategy:**

8. Continue to provide annual mandatory training to District and school site staff (sexual harassment, child abuse, technology, Foster Youth, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide trainings during PDs and PD Tuesdays to meet the District and State requirements.	August 2018-June 2019	Principal Assistant Principal Certificated Staff Classified Staff	Extra Duty pay for Classified Staff	2000-2999: Classified Personnel Salaries	LCFF-Base	390
				3000-3999: Employee Benefits	LCFF-Base	115.13

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. October will be adopted as perfect attendance month.	October 2018	Principal Assistant Principal Teachers	Bus Fees	5000-5999: Services And Other Operating Expenditures	LCFF-Base	100
B. Provide monthly attendance incentives and recognition program throughout the school year.	August 2018-June 2019	Principal Assistant Principal Teachers	Food Certificates Cougar Cub Weekly/Monthly prizes Primary/Upper Super Trophy	4000-4999: Books And Supplies	LCFF-Base	900

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Supporting the District's positive program "Bus Bucks" weekly.	August 2018-June 2019	District	No Cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase custodial supplies	August 2018-June 2019	District	supplies	4000-4999: Books And Supplies	LCFF-Base	8500.

## 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.
<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> SBA results for 2017-2018 in English Language Arts show that 61.03% of students are "Standard Exceeded" or "Standard Met", disaggregated as follows: 58.82% African American, 54.04% Hispanic, 77.58% White, 56.63% SED, 18% EL, 85% RFEF, 21.88% SWD, 75.83% female, and 47.76% male. Reading Comprehension and Writing showed the greatest area of instructional need across grade levels and sub-groups. Hispanic, SED, EL, and SWD, are the sub-groups demonstrating proficiency gaps, as measured by CAASPP. Of these groups, the largest gaps are with EL and SWD student groups.  SBA results for 2017-2018 in Math show that 44.49% of students are "Standard Exceeded" or "Standard Met", disaggregated as follows: 35.29% African American, 35% Hispanic, 67.24% White, 38.32% SED, 13.73% EL, 57.5% RFEF, 12.51% SWD, 48.33% female, and 41.04% male. Communicative Reasoning showed the greatest area of instructional need across grade levels and sub-groups. Hispanic, African American, EL, SWD, RFEF, and Males, and two or more races are the sub-groups demonstrating proficiency gaps, as measured by CAASPP. Of these groups, the largest gaps are with the EL and SWD.

**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

**Strategy:**

1. Provide professional development to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Staff with Professional Development Opportunities (Ex: CHAMPS, ELD, Math, Tech Tools, Imagine Language/Math, differentiation, intervention, small groups)	August 2018-June 2019	Principal Assistant Principal Leadership Team Technology TOSA Title I TOSA	Conference/Workshops 10 Subs: Leadership  Conferences/Workshop s 10 Subs: Leadership  Extra duty classified  Extra Duty classified	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  5000-5999: Services And Other Operating Expenditures	Title I  Title I  LCFF- Supplemental/Conce ntration  LCFF- Supplemental/Conce ntration  LCFF- Supplemental/Conce ntration	2592  255.20  702  205.34  480  60
B. Provide opportunities for teachers to observe colleagues differentiating instruction in multiple areas.	October 2018-June 2019	Principal Assistant Principal	Release time- Substitutes	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	Title I  Title I	960  184
C. Provide teachers additional technology Professional Development, as needed.	August 2018-June 2019	Principal Assistant Principal Technology TOSA	PD Tuesdays CCM time No cost			0

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

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

**Strategy:**  
 3. Purchase California State supplementary and/or digital standards based materials (i.e. Renaissance Products, Imagine Learning, etc.) 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 headphones for Imagine Learning	August 2018-June 2019	Principal Assistant Principal Computer Lab Aide	Headphones with mics	4000-4999: Books And Supplies Title I	4500
B. Implement Imagine Learning Language and Literacy as an intervention tool K-6	August 2018-June 2019	Principal Assistant Principal Teachers Computer Tech Tosa	Intervention Software License - District Provided		0
C. Purchase and implement Imagine Math	August 2018-June 2019	Principal Assistant Principal Teachers	Intervention Software License	4000-4999: Books And Supplies Lcff-Supplemental/Concentration	8500
D. Purchase and implement Brain Pop	August 2018-June 2019	Principal Teachers	Software and License	4000-4999: Books And Supplies Lcff-Supplemental/Concentration	2551

**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	Amount
A. Teachers will meet regularly to improve instructional units, refine or create assessments, and analyze assessment data to improve direct instruction/intervention.	August 2018-June 2019	Principal Assistant Principal ILT Teachers All Grade-Level Teachers	CCM PD Tuesdays No Cost		0
B. Monitor and analyze long-term EL student progress, focusing on improving instruction to provide increased growth in academic English Language Development	August 2018-June 2019	Principal Assistant Principal ILT All grade-level Teachers District EL Program Coordinator	Integrated ELD strategies CCM PD Tuesdays Title 1 Meeting No Cost		0
C. Provide opportunities for teachers to observe colleagues differentiating instruction for ELD.	August 2018-June 2019	Principal Assistant Principal Teachers	Sub-Release Time See Goal#2, Strategy 1, Action#B		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Implement Benchmark Assessments, Imagine Learning, Imagine Math, using data to differentiate instruction.	August 2018-June 2019	Principal Assistant Principal Teaches Computer Lab Aide	No Cost		0
B. Provide additional Professional Development for data analysis, data driven differentiation, on-line assessment/data tools with a focus addressing SBAC Math claims.	August 2018-June 2019.	Principal Assistant Principal Teachers District Tech TOSA	Planning time CCM PD Tuesday PR Tuesday No Cost		0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Provide K and 1st grade teachers sub-release for assessment testing for: beginning of the year and end of each grading period.	August 2018-June 2019	Principals K and 1 Teachers	19 Full Day Subs	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Conce ntration	2764.88
D. Develop a daily designated 30 minute intervention schedule implementing Imagine Learning by all grade levels.	August 2018-June 2019	Principal Assistant Principal Teachers	No Cost			0
E. Provide support for teachers to analyze data for all of their student groups: GATE, EL, LTEL, at risk, SWD, and unduplicated students.	August 2018-June 2019	Principal Assistant Principal ILT Teachers	Tier I Meetings CCM PD Tuesdays No Cost			0
F. Teachers will meet every 10 weeks to formally monitor students/groups and design differentiated instructional opportunities to meet students' academic needs.	August 2018-June 2019	Principal Assistant Principal Teachers	Tier II and III Meetings Total of 10 full day subs	1000-1999: Certificated Personnel Salaries	Title I	1200
G. Hire kindergarten teachers to assess all incoming students for placement.	August 2018	Principal K Teachers	Extra Duty Pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Supplemental/Conce ntration LCFF-Supplemental/Conce ntration	96 48.66

**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 during, before/after school interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire classified staff to support Imagine Learning/Imagine Math targeting EL, SWD, SED, foster youth, and homeless to close the achievement gap.	August 2018-June 2019	Principal Classified Staff	Imagine Learning Imagine Math Extra Duty Pay	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration LCFF-Supplemental/Conce ntration Title I	1300 131.40 200
B. Provide after school AR Club	September 2018-June 2019	Principal Librarian	Extra Duty Pay	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I	1398 900

**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	Funding Source	Amount
A. Utilize additional instructional minutes to increase the percent of English Learners making progress in English Proficiency.	August 2018-June 2019	District	No Cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire classified staff to support Imagine Learning/Imagine Math targeting RFEP students to work towards proficiency in ELA and Math.	August 2018-June 2019	Principal Classified Staff	See Goal#2, Strategy#6, Action#A			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Purchase materials and supplies as needed for EL students	August 2018-June 2019	Principal	Materials and Supplies	4000-4999: Books And Supplies	Title I	2500

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Invite EL Program Coordinator to train staff in support of their ELs and ELD instruction and to monitor and supervise ELPAC Assessment and DELAC.	August 2018-June 2019	District	No Cost			0
B. Provide training to teachers during PD Tuesdays on Designated ELD to support ELD instruction by District EL Program Coordinator.	August 2018-June 2019	Principal Teachers	No Cost	PD Tuesdays		0
C. Inform teachers of the opportunity for District EL Program Coordinator support with ELD instruction.	August 2018-June 2019	Principal Teachers	No Cost			0
D. Provide designated ELD instruction to increase the percentage of EL students making at least one year's growth in English Proficiency as measured by ELPAC.	August 2018-June 2019	Principal Assistant Principal District EL Coordinator ILT	No Cost			0
E. Implement CA State ELD Standards for all EL Students and support teachers with continued CA State ELD standards based Professional Development.	August 2018-June 2019	Principal Assistant Principal District EL Coordinator Teachers	No Cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
F. Implement use of the EL Matrix in evaluating EL student progress and improving ELD instruction.	August 2018-June 2019	Principal Assistant Principal District EL Coordinator Teachers	No Cost		0

**Strategy:**  
10. Support 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. Utilize substitutes to release teachers in implementation of the Summative English Language Proficiency Assessment for California.	August 2018-June 2019	District Principal	District Funded		0
B. Provide a schedule for administering the ELPAC to all EL students.	March 2019-May 2019	Principal Assistant Principal Teachers	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. Ensure that students are appropriately identified as needing the initial ELPAC.	August 2018-June 2019	District	No Cost		0

**Strategy:**

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

**Strategy:**  
 12. Provide 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. Utilize intervention/enrichment academies outside of the school year.	August 2018-June 2019	District	No Cost			0
B. Monitor student data on multiple measures to provide candidate lists for the Academies.	August 2018-June 2019	Principal Assistant Principal Teachers	No Cost			0
C. Distribute, monitor, collect student invitations for Academies.	August 2018-June 2019	Principal Assistant Principal Teachers	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	Funding Source	Amount
A. Administrators and teachers participate in articulation meetings with William S Hart feeder schools to prepare 6th grade students for a successful jr. high transition.	May 2019	District	No cost			0
B. Administer 7th Grade Math placement test for current 6th graders.	May 2019	Principal 6th Grade teachers	No Cost			0

**Strategy:**

14. Assistant Principal will provide targeted support to unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Utilize assistant principal to provide targeted support to unduplicated students.	August 2018-June 2019	District	No Cost		0
B. Assistant Principal will support teachers in planning differentiated instruction after analyzing data during CCM time.	August 2018-June 2019	Assistant Principal Teachers	No Cost		0
C. Assistant Principal will support new teachers in planning Benchmark Advance and Math Expressions, focusing specifically on differentiation.	August 2018-June 2019	Assistant Principal Teachers	No Cost		0

**Strategy:**

15. Continue 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
A. Provide a library schedule, enabling each classroom to visit the library to check out books.	August 2018-June 2019	Principal Library Technician	No Cost		0

**Strategy:**

16. Provide schools Teachers on Special Assignments (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	Amount
A. Utilize Teachers on Special Assignment to provide coaching and intervention support for teachers to support students at risk.	September 2018- June 2019	District	No Cost		0
B. Provide teachers the information on the opportunity to participate in Instructional Support Coaching Cycles	August 2018-June 2019	Principal	No Cost		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	Amount
A. Implement NGSS across grade-levels, utilizing STEAM instructional strategies as appropriate.	August 2018-June 2019	Principal Assistant Principal Teachers Science Lab Tech	No Cost		0
B. Implement 2 STEAM units per grades K-5 and 3 STEAM units at grade 6 that support NGSS standards.	August 2018-June 2019	Principal Assistant Principal Teachers Science Lab Tech Instructional Services	No Cost		0
C. Purchase materials to support District STEAM units and experiments to support NGSS curriculum for grades K-6.	August 2018-June 2019	Principal Science Lab Tech	Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-Base 500 LCFF-Supplemental/Concentration 549.83
D. Grades K-5 will implement Mystery Science and Grade 6 will implement Discovery Science provided by the District.	August 2018-June 2019	Principal Teachers District	No Cost		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. Provide visual and performing arts program through Cultivating Creative Minds	August 2018-June 2019	Principal PTA Teachers	Fine Arts Program	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures	Title I  PTA	8500  10000
B. Provide Arts for All grades 2-6	October 2018-June 2019	Principal Teachers	Schedule	5000-5999: Services And Other Operating Expenditures	Title I	2600
C. Purchase art materials for fine arts teacher.	August 2018-June 2019	Principal Fine Arts Teacher	Art Materials	4000-4999: Books And Supplies	Title I	1000
D. Purchase materials for Maker Space Lab.	August 2018-June 2019	Principal Assistant Principal Teachers Science Lab Tech	STEM Materials Art Materials	4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies	LCFF-Base  LCFF- Supplemental/Conce ntration Title I	5578.49  421.  4271.32

**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. Students in grades 1-6 will participate in a minimum of 100 minutes of PE every week.	August 2018-June 2019	Principal Teachers	No Cost		0
B. TK and K students will implement fine and gross motor activities in their daily lessons.	August 2018-June 2019	Principal Teachers	No Cost		0
C. Provide a PE sign-up for the MPR to utilize for upper body strength activities: focus for PE.	August 2018-June 2019	Principal Assistant Principal Teachers	No Cost		0
D. Purchase Physical Fitness materials/equipment for all grades.	August 2018-June 2019	Principal Teachers	PE Equipment	4000-4999: Books And Supplies	LCFF-Base 1000
E. Organize Jump Rope for Heart School-wide activities	January 2019-March 2019	Principal Teachers	No Cost		0

**Strategy:**

20. Purchase technology and equipment to support the basic program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
A. District to provide materials and supplies to support universal access to instruction.	August 2018-June 2019	District	No Cost		0
B. Provide a set of chrome books per grade level to share.	August 2018-June 2019	Principal Teachers	No Cost		0
C. Repair, maintain, upgrade, and replace technology as needed	August 2018-June 2019	Principal	Technology as needed	4000-4999: Books And Supplies	Title I 15,106.11

**Strategy:**

21. Purchase devices and provide support 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	Amount
A. Utilize the devices and provide the support for unduplicated students to access supplementary materials using technology.	August 2018-June 2019	District	No Cost		0

**Strategy:**  
 22. Provide Computer and Science Lab Assistants as well as supplementary materials at 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	Amount
A. Computer lab schedule will be provided to ensure technology access for each classroom.	August 2018-June 2019	Principal Assistant Principal Teacher Compute Lab Tech	No Cost		0
B. Science lab schedule will be provided to ensure time for each classroom to implement STEAM units.	August 2017-June 2018	Principal Assistant Principal Teachers Science Lab Tech	No Cost Additional Science Lab Aide time to cover Maker Space Lab	2000-2999: Classified Personnel Salaries LCFF-Supplemental/Conce ntration 3000-3999: Employee Benefits LCFF-Supplemental/Conce ntration	0 2532 222.56

**Strategy:**  
 23. Utilize one 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. Utilize the District Technology TOSA to support technology and integration in all content areas.	September 2018-June 2019	Principal	No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Provide teachers the information on the opportunity to have support from the Technology TOSA and attend after school Technology Trainings to support their instructional program.	October 2018-June 2019	Principal Assistant Principal Teachers	Schedule No Cost		0

**Strategy:**

24. 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	Amount
A. Utilize full day transitional kindergarten to provide access to strong early childhood programs that will strengthen students; social and academic skills, especially for unduplicated students.	October 2018-June 2019	Principal	No Cost		0
B. Provide 60 minutes of intervention support a week to address Tier III concerns and provide early intervention.	August 2018-June 2019	Principal Assistant Principal Teachers	No Cost		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize the Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.	August 2018-June 2019	Principal	No Cost		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

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	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: Student Engagement and Involvement</b>
<b>LEA GOAL:</b>
Parents and community
<b>LCAP GOAL:</b>
All families and the broader community are welcomed and are partners in supporting the whole child.
<b>SCHOOL GOAL #3:</b>
All families and the broader community are welcomed and are partners in supporting the whole child.
<b>Data Used to Form this Goal:</b>
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair
<b>Findings from the Analysis of this Data:</b>
Parent Conference Schedules: 98% of parents signed up for parent conferences for November and March conferences; District Surveys: 96% of parents reported feeling welcomed, 92% of parents reported being very satisfied with their child's learning experience; Sign-in Sheets: PTA Events - participation varied due to event, SSC consistently had quorum, ELAC averaged 26 participants, Coffee with the Principal averaged 30, and Family Nights averaged 300 participants,
<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, Family Resource Fair
<b>Strategy:</b>
1. Increase online communication for parents and the broader community through the use of the District and sites' websites.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Establish updated school and teacher websites	August 2018-June 2019	Principal Assistant Principal Teachers	PD Tuesday No Cost		0
B. Increase on-line communication for parents and community through the use of District and site websites.	August 2018-June 2019	Principal Assistant Principal Teachers	No cost		0
C. Provide parent trainings on accessing District and site websites and resources attached to them: ELAC, PTA, BTSN	August 2018-April 2019	Principal Assistant Principal Teachers	No Cost		0

**Strategy:**

2. Increase efforts to promote parental engagement 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. Utilize a community liaison to facilitate communications and build positive relationships with parents	August 2018-June 2019	Principal Assistant Principal Leadership Team Community Liaison	Community Liaison	2000-2999: Classified Personnel Salaries 3000-3999: Employee Title I Benefits	19584 6033.17
B. Provide parents with at least monthly communication through a variety of media in both English and Spanish: Blackboard Connect, flyers, notes home, phone calls, classroom or grade-level newsletters, Community Liaison, Class Dojo, meetings, school website, district website, and emails	August 2018-June 2019	Principal Assistant Principal Teachers	No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Present relevant information at PTA, SSC, and ELAC meetings	August 2017-June 2018	Principal Assistant Principal Teachers	Parent Engagement	4000-4999: Books And Supplies	Title I	300
D. Site will provide Binder Reminders for 4th-6th grade students.	August 2018	Principal Teachers	No Cost District Funded			0
E. Purchase Nicky Folders for grades TK-6 grades to aide in home-school communication.	August 2018	Principal Teachers Office Manager	Nicky Folders	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	849.99

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize community liaison to translate documents for the classroom.	August 2018-June 2019	Principal Teachers	See Goal#3 Strategy#2 Action#A			0
B. Hire translators for parent conferences.	November 2018-March 2019	Principal Community Liaison Interpreters	Interpreters	2000-2999: Classified Personnel Salaries	Title I	1000
C. Hire translators for school functions involving parents during and after school.	August 2018-June 2019	Principal Community Liaison Interpreters	Interpreters	3000-3999: Employee Benefits	Title I	293.10
			Interpreters	2000-2999: Classified Personnel Salaries	Title I	390
			Interpreters	3000-3999: Employee Benefits	Title I	114.08

**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 in both English and in Spanish to parents for events such as STAR celebrations, STEAM Expo, GATE parent nights, DELAC, and Young Authors	August 2018-June 2019	Principal Community Liaison Interpreters	No Cost		0
B. Include District events in weekly Blackboard Connect messages.	August 2018-June 2019	Principal Community Liaison	No Cost		0
C. Call parents individually to invite them to District events.	August 2018-June 2019	Principal Community Liaison	No Cost		0

**Strategy:**

5. Site SSC and ELAC will provide input in the school and District 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	August 2018-June 2019	Principal Assistant Principal Teachers Community Liaison	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	2880
				3000-3999: Employee Benefits	612.90
				2000-2999: Classified Personnel Salaries	468
				3000-3999: Employee Benefits	136.89
B. Develop an active ELAC and present relevant information at ELAC meetings.	August 2018-June 2019	Principal Assistant Principal Community Liaison	No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. The site will convene a Safety Committee	August 2018-June 2019	Principal Assistant Principal Community Members Teachers	Extra Duty Pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	32 6.80
				2000-2999: Classified Personnel Salaries	LCFF-Base	13
				3000-3999: Employee Benefits	LCFF-Base	3.80

**Strategy:**

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

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

**Strategy:**

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

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

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Coordinate the 6th grade spring field trip to Junior High feeder schools.	August 2018-June 2019	Principal Assistant Principal Office Manager 6th Grade Teachers	No Cost		0
B. Invite William S Hart USD feeder school to collaborate with families in preparation for successful junior high school transitions during Open House.	February 2019	Principal Assistant Principal 6th Grade 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 junior high school transition.	April 2019-June 2019	Principal Assistant Principal RSP Teacher	No Cost		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Inform our families of the opportunity to participate in the Student and Family Wellness Collaborative.	February 2019	District	No Cost		0
B. Inform parents in English and in Spanish in multiple forms of media of the Many Families, One Community event.	January 2019- February 2019	Principal Teachers Community Liaison	No Cost Parent Engagement	4000-4999: Books And Supplies	0 300

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Utilize materials purchased by the District that supports new parent orientation meetings with Principals to welcome our new families.	January 2019	District	No Cost		0
B. Host New Families orientation to welcome parents and students.	January 2019	Principal Assistant Principal	Parent Engagement	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration 150

**Strategy:**

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

**Strategy:**

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

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Supporting the Whole Child</b>
<b>LEA GOAL:</b> Effective teaching and administration
<b>LCAP GOAL:</b> All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
<b>SCHOOL GOAL #4:</b> All students, including low income, English Learners and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. Provide a safe and nurturing learning environment for all students, reducing student discipline referrals by 40%.
<b>Data Used to Form this Goal:</b> Aeries Reports, Surveys, Counseling attendance sheets, Discipline reports, Healthy Kids Survey
<b>Findings from the Analysis of this Data:</b> In 2017-2018 there were 261 recorded discipline referrals to the office. Peer conflict comprised 45.2% of the referrals followed by 9% for horseplay, 7.6% for profanity, and 38.2% for the following: cell phone, disrespectful, vandalism, disruption, defiance, assault/battery, theft, fighting, dangerous object, lewd conduct and sexual harassment. Grade 6 had the most referrals at 61, followed by Grade 3 at 56, Grade 2 at 43, Grade 1 at 34, Grade K at 30, Grade 4 at 23, and Grade 5 at 11, and TK at 3. Hispanic students comprised 56% of the discipline referrals.
<b>How the School will Evaluate the Progress of this Goal:</b> Monitor discipline records, counseling attendance; conduct surveys, healthy kids survey
<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	Funding Source
A. Give all students the LCAP Survey.	April 2019	Principal Teachers	No Cost		0
B. Provide Health Supplies	August 2018-June 2019	Principal Office Manager	Health Supplies	5000-5999: Services And Other Operating Expenditures	LCFF-Base 500
C. Provide awards for Super Achievers, Cougar CHAMPS, Student Council, AR, etc.	August 2018-June 2019	Principal Teachers	Awards Prizes	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration 500

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Teachers will meet every 10 weeks to identify and monitor students within the Multi-Tiered System: subgroups - English Learners, Low Income and Foster Youth.	August 2018-June 2019	Principal Assistant Principal Teachers RSP Teacher	PD Tuesdays CCM See Goal#		0
B. Provide trainings in Imagine Math and Imagine Learning on small group intervention resources and reports.	August 2018-May 2019	Principal Teachers Computer Lab Aide	PD Tuesdays CCM No Cost		0
D. Provide teachers with referral process paperwork for counseling and Tier process for at-risk students	August 2018-June 2019	Principal Assistant Principal Teachers Counselor School Psychologist RSP Teacher	No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
E. Hold Marathon III Meetings to identify students whose behavior require further assessment or action.	March 2018	Principal Assistant Principal Teachers RSP Teacher Speech Teacher	See Goal#		0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide small group counseling for identified students to support their social and academic success in school.	August 2018-June 2019	Principal Teachers Counselor	counseling services	5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/ Conce ntration 3000

**Strategy:**

4. Utilize the behavioral intervention specialist and behavioral intervention assistants at the District level to support students in regular and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Utilize behavioral intervention specialist and behavioral intervention assistants at the District level to support students in regular and special education classes to support student connectedness and access to the core.	August 2018-June 2019	District	No Cost		0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Provide training opportunities to staff on behavior intervention strategies.	August 2018-June 2019	Principal Behavior Intervention Specialist Teachers	No Cost PD Tuesdays		0
C. Provide matriculation meetings with Behavior Intervention Specialist, admin, teacher and parent, to discuss BSPs for incoming students.	August 2019	Principal Behavior Intervention Specialist	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 the LCAP Parent Survey during Spring Conferences via iPads and chrome books.	March 2019	Principal Assistant Principal Teachers	No cost		0
B. Encourage parent participation to complete the LCAP Parent Survey through Blackboard Connect messages and flyers in both English and Spanish.	March 2019	District Principal Teachers	No Cost		0
C. Encourage parent feedback during monthly Coffee with the Principal, ELAC, or SSC Meetings.	August 2018-June 2019	Principal Assistant Principal Teachers Classified Staff Parents	No Cost		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Provide extra duty for teachers supporting school programs after school; Leadership, SSC, PTA, Makerspace, etc.	August 18-June 2019	Principal Teachers Office Manager	Extra Duty Pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Supplemental/Concentration	1574 426

**Strategy:**

6. Implement positive academic and behavior programs (i.e. Character Counts, CHAMPS, AR Incentive Programs, spirit assemblies, etc.) that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Character Counts, GLAD Personal Standards and CHAMPS components will be promoted and taught in all classrooms throughout the school year.	August 2018-June 2019	Principal Assistant Principal Certificated Staff Classified Staff	No Cost			0
B. Students who demonstrate Character Counts characteristics will be recognized at school spirit assemblies, LCN Monday Minutes, school celebrations, and Blackboard community announcements.	August 2018-June 2019	Principal Assistant Principal Teachers	Materials and awards			0
C. Establish school-wide discipline policy and process focused on CHAMPS as its basis.	August 2018-June 2019	Principal Assistant Principal Teachers Classified Staff	No Cost			0
D. Provide staff development opportunities around positive behavioral interventions to facilitate implementation of positive school-wide discipline: CHAMPS	August 2018-June 2019	Principal Classified Staff Teachers	Conference See Goal#			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Implement a cafeteria incentive to reduce noise level based on CHAMPS and provide 10 extra minutes of lunch recess for all classes who earn 90% of possible stars for the month.	August 2018-June 2019	Principal Assistant Principal Noon Supervisors	Extra Duty Pay	2000-2999: Classified Personnel Salaries	LCFF-Base	832
F. 4th-6th graders will participate in the Santa Clarita Valley DFYT Program.	October 2018-April 2019	Principal Assistant Principal 4th-6th Grade Teachers	No Cost			0
G. 6th Grade students will participate in Tobacco Use Prevention Education (TUPE)	October 2018-June 2019	Principal 6th Grade Teachers	No Cost			0
H. Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while online.	August 2018	Principal Classified Staff Certificated Staff Students	No Cost			0
I. Invite parents to celebration events.	August 2018	Principal	Parent Engagement	4000-4999: Books And Supplies	LCFF-Base	750

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Work with Licensed Vocational Nurses to support the health of students in need.	August 2018-June 2019	District	No Cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Work with the District nurse on ensuring all teachers, office staff, noon supervisors, and administrators are familiar with students with Health Plans.	August 2018-June 2019	Principal Assistant Principal District Nurse Office Staff Noon Supervisors Teachers	No Cost		0

**Strategy:**

8. Utilize school social worker to provide comprehensive services to parents, students, and staff addressing barriers that limit a student from receiving full benefits from their educational experience.

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

**Strategy:**

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

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	41
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	734
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	569
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	93
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	57
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	993
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	967

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	3,433
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries	LCFF-Base	59,478
				3000-3999: Employee Benefits	LCFF-Base	5,139
Provide Copy Machines	August 2018 to June 2019	Business Department		5000-5999: Services And Other Operating Expenditures	LCFF-Base	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	4,849
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	1,887
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Conce ntration	8000
Provide supplementary digital materials: Imagine Learning	August 2018 to June 2019	Educational Services Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	40,000
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	12799
Provide Renaissance Place	August 2018 to June 2019	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	6,866
Provide Instructional Coach TOSA	August 2018 to June 2019	Educational Services	Two Instructional Coaches (TOSAs)	1000-1999: Certificated Personnel Salaries	Title I	17,000





## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base	21
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

<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	47203.00	0.00
LCFF- Supplemental/Concentration	26240.	0.00
Title I	75043.00	0.00
PTA	10000	0.00
Misc. Grants	1500.	1,500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	26,240.00
LCFF-Base	47,203.00
PTA	10,000.00
Title I	75,043.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	12,518.88
2000-2999: Classified Personnel Salaries	30,913.00
3000-3999: Employee Benefits	10,654.84
4000-4999: Books And Supplies	79,159.28
5000-5999: Services And Other Operating Expenditures	25,240.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	3,280.88
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	4,534.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1,123.30
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	13,821.82
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	3,480.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	4,486.00
2000-2999: Classified Personnel Salaries	LCFF-Base	3,807.00
3000-3999: Employee Benefits	LCFF-Base	1,496.79
4000-4999: Books And Supplies	LCFF-Base	36,753.21
5000-5999: Services And Other Operating	LCFF-Base	660.00
5000-5999: Services And Other Operating	PTA	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	4,752.00
2000-2999: Classified Personnel Salaries	Title I	22,572.00
3000-3999: Employee Benefits	Title I	8,034.75
4000-4999: Books And Supplies	Title I	28,584.25
5000-5999: Services And Other Operating	Title I	11,100.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	33,671.28
<b>Goal 2</b>	55,638.24
<b>Goal 3</b>	33,167.73
<b>Goal 4</b>	7,582.00
<b>Goal 6</b>	28,426.75

## 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
Heather Ippolito, Parent				X	
Erin Hester, Parent				X	
Kristi Simpronio, Parent				X	
Adrienne Hass, Parent				X	
Maria Martinez, Parent				X	
Soulitana Odisho, Classified			X		
Renee Branam, Teacher		X			
Hayley Perez, Teacher		X			
Debbie Gilkey, Teacher		X			
Heather Drew, Principal	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	

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



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

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

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Tues., October 13, 2015.

Attested:

Mrs. Heather Drew

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Heather Ippolito

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

**Recommendations and Assurances**

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2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
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State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

*Maria Rosales*  
\_\_\_\_\_  
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)

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

Mrs. Heather Drew

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

*Mrs. Heather Drew* *10-5-18*

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Heather Ippolito

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

*Heather Ippolito* *10-5-18*

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date