

The School Plan for Student Achievement

School: Golden Oak Community School's
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Gretchen Lupica
Revision Date: September 2018

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

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

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School Vision and Mission

Golden Oak Community School's's Vision and Mission Statements

Vision Statement

Students achieving their greatest potential is our collaborative purpose.

Mission Statement

Golden Oak Community School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, produce responsible and lifelong scholars, and are responsive to the needs of a diverse student, parent, and community population. We commit to a comprehensive system of support to ensure these outcomes.

School Profile

Golden Oak Community School is nestled in the hills in Canyon Country, California, in what will be the Golden Valley development. Golden Oak, built in 2008, is a transitional kindergarten through sixth grade school housing 550 students. Approximately 29% of the student population participates in the Free & Reduced Lunch Program and approximately 8% of our students have a first language that is other than English. Golden Oak has a wonderfully diverse population (Two or more, 5.5%; American Indian or Alaskan, <1%; Asian 13%; White-Not of Hispanic Origin, 35%; Pacific Islander, <1%; Hispanic or Latino, 39%; African-American or Black, 6.6%) Golden Oak is proud to offer GATE instruction, as well as Language Team Time to support English Development. Each of our 20 classrooms, our Science Lab, and our Computer Lab include a Smart Board, digital doc camera, teacher iPad, and a sound enhancement system. Additionally, some classrooms are equipped with iPads at a ratio of 3 students to 1 iPad. Currently, there are 20 regular education teachers from Kindergarten through Sixth Grades. Student learning is supported by a 60% Speech and Language Specialist, a 60% Resource Specialist Program Teacher, and a 40% School Psychologist. Classified employees include a part time Library Resource Technician, a part time Computer Lab Specialist and one Science Lab Specialist. Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. Parents are also involved in the PTA, School Site Council (SSC) and English Language Advisory Committee (ELAC) at the school site. We share a common goal of inspiring students to be their personal best. Golden Oak is proud to support the Accelerated Reader program, offering celebrations three times a year to recognize students meeting their reading goal.

More information about Golden Oak Community School can be found in our School Accountability Report Card (SARC) located on our school webpage.(<http://goldenoak.sssd.k12.ca.us/pages/GoldenOak>)

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

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

Funding

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

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

18. Fiscal support (EPC)

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

The staff is working to ensure the students have adequate time practicing the technological skills necessary to perform the required assessments, utilizing a limited amount of additional technological resources.

One of the growing populations of students at our site is our African American population. The staff is continually working to ensure that the our African American students, in addition to our other subgroups, receive access to core instruction, and their parents are able to access resources to best support their children.

Although teachers have the opportunity to collaborate twice a month, more time is needed to form appropriate lessons and interventions based on the data.

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 | 77 | 77 | 78 | 77 | 76 | 78 | 77 | 76 | 78 | 100 | 98.7 | 100 |
| Grade 4 | 86 | 83 | 78 | 85 | 80 | 77 | 85 | 80 | 77 | 98.8 | 96.4 | 98.7 |
| Grade 5 | 90 | 84 | 83 | 89 | 84 | 82 | 89 | 84 | 81 | 98.9 | 100 | 98.8 |
| Grade 6 | 95 | 86 | 89 | 94 | 85 | 88 | 94 | 85 | 88 | 98.9 | 98.8 | 98.9 |
| All Grades | 348 | 330 | 328 | 345 | 325 | 325 | 345 | 325 | 324 | 99.1 | 98.5 | 99.1 |

* 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 | 2449.0 | 2453.2 | 2461.5 | 30 | 35.53 | 44.87 | 32 | 30.26 | 23.08 | 17 | 22.37 | 20.51 | 21 | 11.84 | 11.54 |
| Grade 4 | 2507.2 | 2485.6 | 2504.9 | 41 | 30.00 | 38.96 | 22 | 25.00 | 29.87 | 25 | 23.75 | 16.88 | 12 | 21.25 | 14.29 |
| Grade 5 | 2548.6 | 2550.6 | 2527.8 | 39 | 35.71 | 29.63 | 31 | 38.10 | 33.33 | 16 | 19.05 | 14.81 | 13 | 7.14 | 22.22 |
| Grade 6 | 2576.6 | 2572.7 | 2586.7 | 27 | 30.59 | 31.82 | 52 | 42.35 | 48.86 | 18 | 18.82 | 18.18 | 3 | 8.24 | 1.14 |
| All Grades | N/A | N/A | N/A | 34 | 32.92 | 36.11 | 35 | 34.15 | 34.26 | 19 | 20.92 | 17.59 | 12 | 12.00 | 12.04 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 32 | 35.53 | 43.59 | 44 | 47.37 | 42.31 | 23 | 17.11 | 14.10 |
| Grade 4 | 36 | 31.25 | 37.66 | 48 | 52.50 | 51.95 | 15 | 16.25 | 10.39 |
| Grade 5 | 28 | 34.52 | 37.04 | 52 | 57.14 | 44.44 | 20 | 8.33 | 18.52 |
| Grade 6 | 24 | 29.41 | 35.23 | 63 | 60.00 | 54.55 | 13 | 10.59 | 10.23 |
| All Grades | 30 | 32.62 | 38.27 | 52 | 54.46 | 48.46 | 18 | 12.92 | 13.27 |

| 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 | 26 | 31.58 | 29.49 | 49 | 53.95 | 51.28 | 25 | 14.47 | 19.23 |
| Grade 4 | 36 | 25.00 | 36.36 | 55 | 56.25 | 42.86 | 8 | 18.75 | 20.78 |
| Grade 5 | 49 | 51.19 | 34.57 | 40 | 36.90 | 43.21 | 11 | 11.90 | 22.22 |
| Grade 6 | 39 | 36.47 | 44.32 | 57 | 44.71 | 50.00 | 4 | 18.82 | 5.68 |
| All Grades | 38 | 36.31 | 36.42 | 50 | 47.69 | 46.91 | 12 | 16.00 | 16.67 |

| 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 | 25 | 27.63 | 30.77 | 61 | 64.47 | 62.82 | 14 | 7.89 | 6.41 |
| Grade 4 | 26 | 23.75 | 22.08 | 66 | 58.75 | 70.13 | 8 | 17.50 | 7.79 |
| Grade 5 | 42 | 32.14 | 18.52 | 53 | 61.90 | 69.14 | 6 | 5.95 | 12.35 |
| Grade 6 | 28 | 23.53 | 26.14 | 71 | 68.24 | 69.32 | 1 | 8.24 | 4.55 |
| All Grades | 30 | 26.77 | 24.38 | 63 | 63.38 | 67.90 | 7 | 9.85 | 7.72 |

| 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 | 32 | 27.63 | 39.74 | 55 | 52.63 | 42.31 | 13 | 19.74 | 17.95 |
| Grade 4 | 36 | 30.00 | 37.66 | 53 | 50.00 | 53.25 | 11 | 20.00 | 9.09 |
| Grade 5 | 51 | 41.67 | 39.51 | 43 | 48.81 | 40.74 | 7 | 9.52 | 19.75 |
| Grade 6 | 44 | 49.41 | 54.55 | 55 | 40.00 | 44.32 | 1 | 10.59 | 1.14 |
| All Grades | 41 | 37.54 | 43.21 | 51 | 47.69 | 45.06 | 8 | 14.77 | 11.73 |

Conclusions based on this data:

1. Based on the 2017/2018 CAASPP results, 88% of 3rd-6th grade students scored "Standard Exceeded", "Standard Met", or "Standard Nearly Met" Overall on the English Language Arts/Literacy portion of the assessment.
2. Based on the 2017/2018 CAASPP results, the 3rd, 4th, and 6th grade had a decrease in the percent of students performing "Below Standard" in the area of Listening.
3. Based on the 2017/2018 CAASPP results, 5th grade had an increase of the percent of students performing at "Standard Met" or "Standard Nearly Met" in the area of Listening.

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 | 77 | 77 | 78 | 77 | 77 | 78 | 77 | 77 | 78 | 100 | 100 | 100 |
| Grade 4 | 86 | 83 | 78 | 85 | 82 | 77 | 85 | 82 | 77 | 98.8 | 98.8 | 98.7 |
| Grade 5 | 89 | 84 | 83 | 87 | 84 | 82 | 87 | 84 | 82 | 97.8 | 100 | 98.8 |
| Grade 6 | 95 | 86 | 89 | 94 | 86 | 89 | 94 | 86 | 89 | 98.9 | 100 | 100 |
| All Grades | 347 | 330 | 328 | 343 | 329 | 326 | 343 | 329 | 326 | 98.8 | 99.7 | 99.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2449.1 | 2460.7 | 2457.1 | 22 | 33.77 | 26.92 | 35 | 27.27 | 34.62 | 26 | 27.27 | 21.79 | 17 | 11.69 | 16.67 |
| Grade 4 | 2506.2 | 2478.7 | 2505.5 | 32 | 18.29 | 18.18 | 29 | 20.73 | 50.65 | 32 | 43.90 | 23.38 | 7 | 17.07 | 7.79 |
| Grade 5 | 2546.6 | 2525.7 | 2498.0 | 32 | 28.57 | 19.51 | 26 | 22.62 | 12.20 | 29 | 27.38 | 31.71 | 13 | 21.43 | 36.59 |
| Grade 6 | 2566.5 | 2579.1 | 2571.1 | 26 | 36.05 | 32.58 | 36 | 30.23 | 30.34 | 28 | 20.93 | 28.09 | 11 | 12.79 | 8.99 |
| All Grades | N/A | N/A | N/A | 28 | 29.18 | 24.54 | 32 | 25.23 | 31.60 | 29 | 29.79 | 26.38 | 12 | 15.81 | 17.48 |

| 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 | 38 | 50.65 | 42.31 | 36 | 31.17 | 39.74 | 26 | 18.18 | 17.95 |
| Grade 4 | 46 | 26.83 | 50.65 | 29 | 37.80 | 37.66 | 25 | 35.37 | 11.69 |
| Grade 5 | 41 | 38.10 | 24.39 | 39 | 32.14 | 26.83 | 20 | 29.76 | 48.78 |
| Grade 6 | 39 | 52.33 | 46.07 | 45 | 33.72 | 33.71 | 16 | 13.95 | 20.22 |
| All Grades | 41 | 41.95 | 40.80 | 38 | 33.74 | 34.36 | 21 | 24.32 | 24.85 |

| 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 | 34 | 35.06 | 39.74 | 48 | 45.45 | 43.59 | 18 | 19.48 | 16.67 |
| Grade 4 | 39 | 21.95 | 25.97 | 44 | 41.46 | 51.95 | 18 | 36.59 | 22.08 |
| Grade 5 | 32 | 27.38 | 14.63 | 48 | 51.19 | 43.90 | 20 | 21.43 | 41.46 |
| Grade 6 | 22 | 33.72 | 33.71 | 62 | 47.67 | 51.69 | 16 | 18.60 | 14.61 |
| All Grades | 31 | 29.48 | 28.53 | 51 | 46.50 | 47.85 | 18 | 24.01 | 23.62 |

| 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 | 32 | 49.35 | 43.59 | 57 | 41.56 | 39.74 | 10 | 9.09 | 16.67 |
| Grade 4 | 46 | 23.17 | 28.57 | 41 | 48.78 | 59.74 | 13 | 28.05 | 11.69 |
| Grade 5 | 31 | 25.00 | 17.07 | 56 | 51.19 | 51.22 | 13 | 23.81 | 31.71 |
| Grade 6 | 24 | 31.40 | 35.96 | 64 | 53.49 | 43.82 | 12 | 15.12 | 20.22 |
| All Grades | 33 | 31.91 | 31.29 | 55 | 48.94 | 48.47 | 12 | 19.15 | 20.25 |

Conclusions based on this data:

1. Based on the 2017/2018 CAASPP results, Golden Oak saw 82.5% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met."
2. Based on the 2017/2018 CAASPP results, the area of Concepts and Procedures showed to have the highest percentage in "Below Standard" in comparison to other mathematical concepts.
3. Based on the 2017/2018 CAASPP results, 91% of 6th grade students scored in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" on the overall Math portion.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

California Physical Fitness Test Results

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 12 | 26.5 | 43.4 |
| 7 | | | |
| 9 | | | |

Planned Improvements in Student Performance

School Goal #1

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

| |
|---|
| SUBJECT: Student Engagement and Involvement |
| LEA GOAL: Effective teaching and administration |
| LCAP GOAL: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair. |
| SCHOOL GOAL #1: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair. |
| Data Used to Form this Goal: Attendance; Staff meetings, SSC, ELAC, PTA Meetings, Leadership Meetings, Classified Staff Meetings: sign-in sheets, agendas and minutes; Attendance for counseling sessions, Data from safety walks, monthly safety drills, and LCAP survey results, Williams Compliance Quarterly Report |
| Findings from the Analysis of this Data: Overall attendance rate: 96%; 25 students participated in counseling; monthly safety drills were conducted; 6% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report |
| How the School will Evaluate the Progress of this Goal: Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys |
| Strategy: 1. Provide instructional materials to support the education program. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--------------------------------|-------------------------|----------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Purchase library books, especially non-fiction, to support CA standards. | August 2018-June 2019 | Site Administrator Teachers | Purchase Library Books | 4000-4999: Books And Supplies | LCFF-Base | 500.00 |
| B. Teachers will create formative assessments using Illuminate. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |

Strategy:

2. 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. Site will purchase Custodial Supplies to maintain a safe and clean environment. | August 2018-June 2019 | Site Administrator Custodians | Cleaning supplies and materials | 4000-4999: Books And Supplies | LCFF-Base | 8,000.00 |
| B. Site will provide a custodial schedule to maintain facilities and play areas. | August 2018 | Site Administrator Custodians | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Provide noon supervisor schedule | August 2018 | Site Administrator Noon Supervisors | None | | | 0.00 |
| B. Provide extra hourly pay to noon supervisors as needed | August 2018-June 2019 | Site Administrator | Extra hourly pay for noon supervisors for training and support of student safety | 2000-2999: Classified Personnel Salaries | LCFF-Base | 200.00 |
| C. Site will train noon supervisors on the Character Counts components. | August 2018-June 2019 | Site Administrator Noon Supervisors | None | | | 0.00 |

| | | | | | |
|---|--|--|--|--|--|
| Strategy: | | | | | |
| 4. Conduct annual safety drills at the school site. | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|--|-----------------------|--------------------------------|--|-------------------------------|-----------------------|
| | | | Description | Type | Funding Source |
| A. Conduct monthly drills, including earthquake, 3-in-1 and Lockdown drills. | August 2018-June 2019 | Site Administrator Teachers | No Cost | | 0 |
| B. Purchase materials and supplies. | August 2018-June 2019 | Site Administrator | Purchase materials related to the safety of students for the purpose of the safety bin | 4000-4999: Books And Supplies | LCFF-Base 1,000.00 |

| | | | | | |
|--|--|--|--|--|--|
| Strategy: | | | | | |
| 5. Continue to provide annual mandatory training to 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 |
| A. Site will provide training for certificated and classified staff. | August 2018-June 2019 | Site Administrator Staff | None | | 0.00 |

| | | | | | |
|---|--|--|--|--|--|
| Strategy: | | | | | |
| 6. 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 |
| A. The District and site will adopt October as perfect attendance month, and district-wide, recognize students with perfect attendance. | October 2018 | Site Administrator Teachers | No Cost | | 0.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|--|------------------------|------------------------------------|-------------------------|--|-----------------------|
| | | | Description | Type | Funding Source |
| B. Determine monthly attendance incentive/recognition program throughout the school year. | August 2018-June 2019 | Site Administrator Teachers | No Cost | | 0.00 |
| C. Purchase attendance incentive (\$2.00 amount per student) | August 2018-June 2019 | Site Administrator | Materials and Supplies | 4000-4999: Books And Supplies | LCFF-Base 1,100.00 |
| D. Organize and facilitate SART meetings to review attendance, and help families with, excessive tardies and absences. | August 2018-June 2019 | Site Administrator Office Staff | None | | 0.00 |
| E. Site will provide an extra 1.5 hour Office Assistant to communicate with parents and verify absences. | August 2018- June 2019 | Site Administrator Office Staff | Office Assistant Hours | 2000-2999: Classified Personnel Salaries | LCFF-Base 7,463.00 |
| | | | | 3000-3999: Employee Benefits | LCFF-Base 656.00 |

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Planned Improvements in Student Performance

School Goal #2

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

| |
|--|
| SUBJECT: Student achievement |
| LEA GOAL: Proficiency in reading/language arts Proficiency in math Proficiency for high priority students |
| LCAP GOAL: Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. |
| SCHOOL GOAL #2: (ELA): Kindergarten-80% of the students will be able to recognize all uppercase and lowercase letters and produce letter sounds and master 40 sight words; First grade: 80% of students will read at a 2.0 level at the end of first grade; Second grade: Students will grow one grade level in ELA by June; Third grade: 80% of the 3rd grade students will be able to write an opinion paragraph with correct grammar and punctuation; Fourth grade: 85% of students will Meet or Exceed Standards in Listening Comprehension; Fifth grade: 80% of fifth grade students will be at 5.8 reading level in STAR Reading by the end of the year; Sixth Grade: 80% of students will be at 6.9 reading level or higher by the end of the year (Math): Kindergarten: 80% of the students will be able to recognize, count, and write up to 30. They will be able to count by 10's up to 100. Recognize 2D and 3D shapes; First grade: 80% of students will be able to add and subtract to 20 with an 85% accuracy; Second grade: 80% of students will meet standards in Regrouping in addition/subtraction; Third grade: 90% of the 3rd grade students will know their multiplication facts; Fourth grade: 70% of 4th grade students will score in the "meets standards" or "exceeds standards" categories on the CAASPP; Fifth Grade: 75% of fifth grade students will meet or exceed the Mathematics Standard on CAASPP; Sixth grade: 55% of students will meet or exceed math grade level standards. All high priority students (ELs- especially the at-risk of becoming long term English learners (LTEL's), socio-economically disadvantaged -SED, and students with disabilities-SWD) will make at least one year's growth in their independent reading level according to their STAR Reading assessments by June. All high priority students' scores will make a 10% increase of baseline CAASPP scores by June. By June 2019, English Learners will continue to make annual progress in their proficiency levels |

| |
|---|
| Data Used to Form this Goal: |
| CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans |
| Findings from the Analysis of this Data: |
| 70.1% of 3rd-6th grade students tested performed at Standard Exceeded or Standard Met on the 2017-2018 CAASPP. 56% of students tested grades 3-6 performed at Standard Met or Standard Exceeded on the Mathematics portion of the 2017-2018 CAASPP. Overall, students at Golden Oak met or exceeded standard at a higher percentage on the ELA portion of the CAASPP in comparison to the Math portion, however, both Math and ELA scores showed increase from the 2016-2017 school year scores. 52.3% of students in the Socio-Economically Disadvantaged Sub-Group performed in the standard met or standard exceeded category in ELA. 31.6% of students with a disability scored at Standard Exceeded or Standard Met on the CAASPP, an increase of 8% from the 2016-2017 school year. |
| How the School will Evaluate the Progress of this Goal: |
| Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, Goals setting forms and assessments, District Benchmarks, Formative assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, STAR Testing, Teacher Created Assessments, Text Unit Tests, Teacher Observations, Site Common Assessments, Report Cards |

| |
|---|
| Strategy: |
| 1. Provide professional development to support the educational program. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--------------------------------|--|---|----------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| A. Teachers will be released to observe other classes. | August 2017-June 2018 | Site Administrator Teachers | Half Day Substitutes will be hired to release teachers | 1000-1999: Certified Personnel Salaries | LCFF-Supplemental/Conce ntration | 1,400.00 |
| B. Provide professional development for research-based programs/practices (Ex. GLAD, Daily 5, Renaissance Learning, Depth and Complexity Framework, math programs/practices) | August 2018-June 2019 | Site Administrator Teachers | None | 3000-3999: Employee Benefits | LCFF-Supplemental/Conce ntration | 298.06 |
| | | | | | | 0.00 |

| |
|---|
| Strategy: |
| 2. Purchase California State supplementary and/or digital standards based materials (i.e.Renaissance Products, Imagine Learning, BrainPop, etc.) to assist with intervention and enrichment programs, especially for Low Income, Foster Youth and English Learners. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|---|--|---|-----------|
| | | | Description | Type | Funding Source | Amount |
| A. Purchase materials and supplies | August 2018-June 2019 | Administrators Teachers | Materials and supplies | 4000-4999: Books And Supplies | LCFF-Base | 13,000.00 |
| B. Teachers will systematically provide targeted instruction daily throughout lessons by integration the Depth and Complexity Framework | August 2018-June 2019 | Teachers | None | | | 0.00 |
| C. Teachers will systematically provide targeted intervention daily within small group instructions. | August 2018-June 2019 | Teachers | None | | | 0.00 |
| D. Purchase Brain Pop | August 2018 | Site Administrator | Pay for Brain Pop and licensing fees | 4000-4999: Books And Supplies | LCFF- Supplemental/Conce ntration | 2,155.00 |
| E. Purchase Imagine Learning -Math for grades 3-6 | August 2018 | Site Administrator | Pay for Imagine Math and licensing fees | 4000-4999: Books And Supplies | LCFF- Supplemental/Conce ntration | 8,500.00 |
| F. Teachers will use Imagine Learning to support ELA intervention | August 2018-June 2019 | Teachers Computer Lab Specialist | Imagine learning- 66 seat | 5000-5999: Services And Other Operating Expenditures | District Funded | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Teachers will meet regularly to improve ELA and Math units, refine assessments and evaluate assessment data (for All Students, Including Low Income, Foster Youth, and Socially-economically disadvantaged) to occur during Early Release Tuesdays | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|-----------------------|---|---|---|--------------------|
| | | | Description | Type | Funding Source |
| B. Teachers will meet regularly to improve units, refine assessments, and evaluate assessment data, to specifically address EL students' needs to occur during Enrichment Collaboration time (Cultivating Creative Minds) | August 2018-June 2019 | Site Administrator Teachers | See Goal 2 Strategy 13 Action C | | 0.00 |
| C. Provide teachers with opportunities to collaborate on professional responsibilities by providing input in the school's plan, participating in SSC, Leaderships, etc. | August 2018-June 2019 | Teachers | Provide Extra Duty for leadership, SSC, PTA, IEP meetings, etc. | 1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits | 1,574.00 426.00 |
| D. Provide one full day sub for members of Instructional Leadership Team to collaborate | May 2018 | Site Administrator Instructional Leadership Team | One full day sub release | 1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits | 576.00 78.65 |
| | | | | 1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits | 764.00 |
| | | | | LCFF-Base Supplemental/Conce ntration | 191.59 |

Strategy:

4. Continue to assist teacher 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 | Funding Source |
| A. Implement district benchmarks in ELA/ELD and Math | August 2018-June 2019 | Site Administrator Teachers Computer Specialist | None | | 0.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------------|--------------------------------|-------------------------|---|----------------|--------------------|
| | | | Description | Type | Funding Source | Amount |
| B. Hire full day substitute teachers 2 times a year for kindergarten and first grade teachers to support the implementation of trimester assessments. | August 2018 November 2018 | Site Administrator Teachers | Substitute Teachers | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits | LCFF-Base | 1,440.00 276.00 |
| C. Provide additional PD on Illuminate, as needed. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| D. Teachers will administer the STAR Reading assessment and will utilize the result to create an Accelerated Reader Goal | August 2018-June 2019 | Teachers | None | | | 0.00 |
| E. Teachers will analyze data to identify students needing enrichment or support | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| F. Teachers will meet every 6 weeks to monitor students and groups | August 2018-June 2019 | Teachers | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Teachers will systematically provide differentiated lessons by integrating the Depth and Complexity Framework | August 2018-June 2019 | Teachers | None | | | 0.00 |

Strategy:

6. Provide additional instructional minutes to increase the percent of English Learners (ELs) making progress in English Proficiency (ELA and Math).

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|--|--|-------------------------|------|--------|
| | | | Description | Type | Amount |
| A. Provide structured, focused ELD instruction for 30 minutes each day | August 2018-June 2019 | Site Administrator Teachers EL Coordinator | None | | 0.00 |
| B. Implement CA State ELD Standards for all EL students and support teachers with continued CA State ELD standards based Professional Development | August 2018 November 2018 March 2019 | Site Administrator Teachers EL Coordinator | None | | 0.00 |
| C. Teachers will implement Integrated ELD including SDAIE strategies throughout the instructional day | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| D. Teachers will observe the EL Coordinator in their classrooms | August 2018-June 2019 | Site Administrator Teachers EL Coordinator | None | | 0.00 |
| E. The site will convene an active ELAC to support students | August 2018-June 2019 | Site Administrator | None | | 0.00 |
| F. Monitor EL progress on the ELD matrix | August 2018-June 2019 | Teachers | None | | 0.00 |

Strategy:

7. Provide intervention to increase Reclassified Fluent English Proficient (RFEP) numbers from the previous year.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|------------------------|---------------------------------|-------------------------|------|--------|
| | | | Description | Type | Amount |
| A. Provide trainings and strategies for families to support student acquisition of the English Language | August 2018- June 2019 | Site Administrators Teachers | None | | 0.00 |
| B. Monitor RFEP progress on the RFEP Monitoring Form | August 2018- June 2019 | Teachers | None | | 0.00 |

Strategy:

8. 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 | Funding Source | Amount |
| A. Administer the ELPAC to all English Learners | August 2018-June 2019 | Site Administrator Teachers EL Coordinator | Substitute teachers | | District Funded | 0.00 |

Strategy:

9. 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. Offer tutoring to Foster Youth (as needed up to 12 hours) to support students | August 2018- June 2019 | Site Administrator Teachers | Extra Duty Pay for Tutoring | 1000-1999: Certificated Personnel Salaries | LCFF-Base | 384.00 |
| B. Encourage students to attend district intervention/enrichment academies | August 2018-June 2019 | Site Administrator Teachers | None | 3000-3999: Employee Benefits | LCFF-Base | 72.00 |
| C. Monitor student data to provide candidate lists for the academies. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| D. Distribute paperwork and monitor students who attend academies. | August 2018-June 2019 | Site Administrator Teachers Office Staff | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|-------------|--------------------------------|-------------------------|------|----------------|
| | | | Description | Type | Funding Source |
| A. Administrators and teachers will participate in articulation meetings with Wm. S. Hart feeder schools (La Mesa J.H.S. & Golden Valley H.S.) (Sierra Vista & Canyon High School) to prepare 6th grade students for a successful transition. | Spring 2019 | Site Administrator Teachers | None | | 0.00 |
| B. Administer 7th grade Math placement test for current 6th graders | Spring 2019 | Site Administrator Teachers | None | | 0.00 |

Strategy:

1.1. 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. Principal will provide library schedule for each classroom to visit the library to check out books. | August 2018- | Site Administrator Teachers Library Resource Technician | None | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|--|------------------------|---|-----------------------------|-------------------------------|-----------------------|
| | | | Description | Type | Funding Source |
| A. Purchase materials and supplies for science lab and NGSS lessons. | August 2018- June 2019 | Site Administrator Teachers Science Lab Assistant | Purchase Materials for NGSS | 4000-4999: Books And Supplies | LCFF-Base 1,000.00 |

| 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 for MakerSpace Lab. | August 2018- June 2019 | Site Administrator Teachers | MakerSpace Materials | 4000-4999: Books And Supplies | Misc. Grants | 5,160.96 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|--|--|----------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| A. Purchase resources for VAPA lessons | August 2018- June 2019 | Site Administrator Teachers | Visual and Performing Arts Materials | 4000-4999: Books And Supplies | LCFF-Base | 500.00 |
| B. Provide additional enrichment opportunities to 2nd - 6th grade students through Arts Residency, after school chorus and Band, and grade level performances | August 2018- June 2019 | Site Administrator Teachers | None | | | 0.00 |
| C. Provide arts enrichment during the school day through music, art, and theater | September 2018- May 2019 | Site Administrator PTA Teachers Cultivating Creative Minds Staff | Cultivating Creative Minds Teachers | 5800: Professional/Consulti ng Services And Operating Expenditures | PTA | 17,010.00 |

Strategy:

14. 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 program.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|-------------------------------|---------------------------------|----------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Purchase physical fitness materials for 5th grade students | August 2018-June 2019 | Site Administrator Teacers | Physical Education Materials | 4000-4999: Books And Supplies | LCFF-Base | 150.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| B. Students will participate in a minimum of 200 minutes of PE every two weeks | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| C. Kindergarten students will implement fine and gross motor activities into their daily lessons. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--------------------------------|-------------------------|----------------------------------|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| A. Purchase materials and supplies | August 2018-June 2019 | Site Administrator Teachers | Technology Materials | 4000-4999: Books And Supplies | LCFF-Base | 2,000.00 |
| B. Use Chromebooks for test skill preparation | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| C. Repair, upgrade, provide maintenance, and replace technology as needed. | August 2018-June 2019 | Site Administrator Teachers | Technology | 4000-4999: Books And Supplies | LCFF-Base | 4,000.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Support students in proper use and implementation of technology devices in the classroom and the computer lab | August 2018-June 2019 | Site Administrator Teachers Computer Lab Technician | None | | | 0.00 |

Strategy:

17. 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 | Description | Proposed Expenditure(s) | |
|--|------------------------|--------------------------------|-----------------|-------------------------|--------|
| | | | | Type | Amount |
| A. Employee a science lab technician to support the implementation of NGSS | August 2018- June 2019 | Site Administrator | District Funded | | 0.00 |
| B. Principal will provide a science lab schedule for each classroom | August 2018 | Site Administrator Teachers | None | | 0.00 |
| C. Employe a computer lab technician to support students | August 2018- June 2019 | Site Administrator | District Funded | | 0.00 |
| D. Principal will provide a computer lab schedule for each classroom | August 2018 | Site Administrator Teachers | None | | 0.00 |

Strategy:

18. Maintain one Technology TOSA to support technology integration in all content areas.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Description | Proposed Expenditure(s) | |
|---|------------------------|---|-------------|-------------------------|--------|
| | | | | Type | Amount |
| A. Invite Technology TOSA to present instructional technology lessons to teachers during site based PDT, and during regular day classroom instructional time to coach and model | August 2018- June 2019 | Site Administrator Teachers Technology TOSA | None | | 0.00 |
| B. Teachers will participate in technology professional development | August 2018-June 2019 | Site Administrator Technology TOSA Teachers | None | | 0.00 |

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 | Description | Proposed Expenditure(s) | | Amount |
|--|----------|-----------------------|-------------|-------------------------|----------------|--------|
| | | | | Type | Funding Source | |

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Planned Improvements in Student Performance

School Goal #3

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

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

| | |
|---|--|
| Strategy: | |
| 1. Increase online communication for parents and the broader community through the use of the the district and sites' websites. | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Establish teacher websites. | August 2018 | Teachers | None | | | 0.00 |
| B. Increase on-line communication for parents and community through the use of District and site websites. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |

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 | Funding Source | Amount |
| A. Present relevant information at PTA, SSC, and ELAC meetings. | August 2018-June 2019 | Site Administrator | None | | | 0.00 |
| B. All parents will have at least monthly communication with teachers and/or schools (Ex. Blackboard Connect, flyers, notes home, phone calls, etc.) | August 2018- June 2019 | Site Administrator Teachers | None | | | 0.00 |
| C. Site will purchase Binder Reminders for 5th and 6th grade students. | August 2018 | Teachers PTA | Binder Reminders | 4000-4999: Books And Supplies | LCFF-Base | 900.00 |
| D. Site will purchase Home-School Communication folders for all students. | July 2018 | Site Administrator Office Staff | Communication Folders | 4000-4999: Books And Supplies | LCFF-Base | 750.00 |
| E. Distribute, monitor, collect student correspondence for Summer AR Program. | Summer 2019 | Site Administrator Office Staff Teachers | None | | | 0.00 |
| F. Host Monthly Coffee with the Principal events | August 2018-June 2019 | Site Administrator | None | | | 0.00 |
| G. Host at least 3 family educational nights | August 2018- June 2019 | Site Administrator Teachers | Extra duty pay for 2 teachers to participate in family educational events | 1000-1999: Certified Personnel Salaries | LCFF-Base | 570.00 |
| | | | | LCFF-Supplemental/Conce ntration | | 570.00 |
| | | | | 3000-3999: Employee Benefits | LCFF-Base | 121.35 |
| | | | | LCFF-Supplemental/Conce ntration | | 121.35 |

Strategy:

3. Continue to provide translation to families as needed, including maintaining the translator at the district level.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Description | Proposed Expenditure(s) | | |
|---|-----------------------|--------------------------------|--------------------------------|--|------------------------|-----------------|
| | | | | Type | Funding Source | Amount |
| A. Continue to provide translation services to families as needed (Ex. sign language for IEP's, after school meetings) | August 2018-June 2019 | Site Administrator Teachers | Hours for translation services | 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits | LCFF-Base LCFF-Base | 100.00 16.00 |
| B. Hire translators for parent meetings, (ie. IEPs, Back to School Night, Awards Assemblies, Conferences, etc.) and for Blackboard Connect messages | August 2018-June 2019 | Site Administrator Teachers | Hours for translation services | 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits | LCFF-Base LCFF-Base | 175.00 27.00 |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Description | Proposed Expenditure(s) | | |
|--|-----------------------|--------------------------------|-------------|-------------------------|----------------|--------|
| | | | | Type | Funding Source | Amount |
| A. Send invitations to parents for events | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| B. Include district events in weekly Blackboard Connect messages | August 2018-June 2019 | Site Administrator | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Description | Proposed Expenditure(s) | | |
|---|-----------------------|-----------------------|-------------|-------------------------|----------------|--------|
| | | | | Type | Funding Source | Amount |
| A. Send invitations to parents for events | August 2018-June 2019 | Site Administrator | None | | | 0.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|--|-----------------------|-----------------------|-------------------------|------|--------|
| | | | Description | Type | Amount |
| B. Include District events in weekly Blackboard Connect messages | August 2018-June 2019 | Site Administrator | None | | 0.00 |
| C. Present relevant information at PTA, SSC, and ELAC meetings. | August 2018-2019 | Site Administrator | None | | 0.00 |
| D. The site will convene an active ELAC | August 2018-2019 | Site Administrator | None | | 0.00 |
| E. The site will convene a Safety Committee. | August 2018-2019 | Site Administrator | None | | 0.00 |

Strategy:

6. New families to the district of TK-6th grade students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at the school 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 | 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 | Site Administrator Office Staff | None | | 0.00 |
| B. Parents of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available. | August 2018-June 2019 | Site Administrator Office Staff | None | | 0.00 |

Strategy:

7. Invite Hart District Feeder Schools to collaborate with families in preparation for a successful middle school and high school transition.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|-------------|--------------------------------|---|---|-----------------|
| | | | Description | Type | Amount |
| A. Coordinate the 6th grade spring field trip to the feeder junior high school. | Spring 2019 | Site Administrator | None | | 0.00 |
| B. Invite Hart District feeder schools to collaborate with families in preparation for successful middle school transition. | Spring 2019 | Site Administrator | None | | 0.00 |
| C. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition. | Spring 2019 | Site Administrator Teachers | None | | 0.00 |
| D. Teachers will get a full day substitute to visit the local junior high school to spend the day meeting with the teachers to support students as they transition from elementary to junior high school. | Spring 2019 | Site Administrator Teachers | Substitute Cost for 3 full days for 6th grade | 1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits | 360.00 69.00 |

Strategy:

8. 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 | Amount |
| A. Invite parents to attend district meetings | August 2018-June 2019 | Site Administrator | None | | 0.00 |
| B. Coordinate New Family Open House | January 2019 | Site Administrator | None | | 0.00 |

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Planned Improvements in Student Performance

School Goal #4

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

| |
|---|
| SUBJECT: Supporting the whole child |
| LEA GOAL: Effective teaching and administration |
| LCAP GOAL: All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. |
| SCHOOL GOAL #4: All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. For the 2018-2019 school year, all students will be provided an education in a safe environment. For the 2018-2019 school year, there will be an increase in parent participation at school and district events. For the 2018-2019 school year, all students will maintain or decrease the current suspension rate by .01%. Additionally, the site will decrease office referrals by 10% in comparison to the 2017-2018 school year. For the 2018-2019 school year, the percentage of students classified as truant by state law will decrease. |
| Data Used to Form this Goal: Surveys, Counseling attendance sheets, Discipline reports, Healthy Kids Survey (provided by 5th and 6th grade students) |
| Findings from the Analysis of this Data: 65% of students reported high levels of school connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 77% of parents reported that school's behavioral program positively impacted their child |

How the School will Evaluate the Progress of this Goal:

- *Student Suspension Rate
- *Parent Night Attendance
- *Aeries Student Discipline Reports
- *Student Recognition
- *Student Attendance Rates
- *School Work Orders

Strategy:

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 | Amount |
| A. Increase students reporting positive relationships and safety via CA Healthy Kids Survey (CHKS) and the student LCAP survey | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| B. Provide health supplies | August 2018-June 2019 | Site Administrator Office Staff | Health Supplies | 4000-4999: Books And Supplies | LCFF-Base | 200.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|-------------------------|----------------------------------|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| A. Provide teachers with referral process paperwork for counseling and TIER process. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |
| B. Purchase materials and supplies as needed for intervention materials | August 2018-June 2019 | Site Administrator Office Staff Teachers | Intervention Materials | 4000-4999: Books And Supplies | LCFF-Base | 1,795.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|-----------------------|---|--|-----------------|----------------|
| | | | Description | Type | Funding Source |
| C. Review, update, and implement the Multi-Tiered System and Supports at school sites, ensuring equitable access for all high priority students. | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| D. Utilize SST Online to monitor student interventions and progress. | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| E. Provide teachers collaboration time to identify students at risk in the area of social emotional and academics. | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| F. Teachers meet to develop strategies to support student success | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| G. Hold regular Tier meetings with teachers to identify students whose behavior require a Tier/SST meeting | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| H. Hire subs for release time for initial Tier I data analysis of SBA data and STAR Reading data to identify students at risk in the areas of reading and math. | August 2018-June 2019 | Site Administrator Teachers | Substitutes to release teachers to review student data/records | District Funded | 0.00 |
| I. Hold regular Instructional Leadership Team Meetings | August 2018-June 2019 | Site Administrator Instructional Leadership Team | See Goal 2 Strategy 3 Action C | | 0.00 |

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 | Funding Source | Amount |
| A. Provide small group counseling for identified students to support their social (and academic) success in school. | August 2018-June 2019 | Site Administrator Teachers | Counseling Services | 5800: Professional/Consulting Services And Operating Expenditures | LCFF-Base | 3,000.00 |
| B. Provide access for intensive counseling for identified students to support their social and academic success in school | August 2018-June 2019 | Site Administrator School Psychologist | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Teachers will monitor at risk students for social/emotional and academic needs. | August 2018-June 2019 | Site Administrator Teachers | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------|-------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| A. Provide the LCAP Parent Survey | Spring 2019 | Site Administrator Parents | None | | | 0.00 |

Strategy:

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|--|--------------------------|--|--|-------------------------------|---------------------|
| | | | Description | Type | Funding Source |
| A. Teachers will promote/teach the Character Counts/Bucket Filling components in their classroom throughout the year. | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| B. Principal will address Character Counts Components at school assemblies and morning announcements | August 2018-June 2019 | Site Administrator | None | | 0.00 |
| C. Purchase materials and supplies | August 2018-June 2019 | Site Administrator | Purchase character awards and student incentives | 4000-4999: Books And Supplies | LCFF-Base 500.00 |
| D. Site will recognize students at monthly assemblies who demonstrate Character Counts characteristics. | August 2018-June 2019 | Site Administrator Teachers | None | | 0.00 |
| E. Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while online. | August 2018-June 2019 | Site Administrator Teachers Students | None | | 0.00 |
| F. Students will be recognized for Filling a Bucket on Bucket Filler Friday on the morning announcements. | August 2018-June 2019 | Site Administrator Teachers Noon Supervisors Office Staff | None | | 0.00 |
| G. Implement a cafeteria incentive to reduce noise level and provide 15 extra minutes of recess for all classes who meet the monthly expectation | August 2018-June 2019 | Site Administrator Noon Supervisors | None | | 0.00 |
| H. 6th grade teachers will participate in Tobacco Use Prevention Education (TUPE) | August 2018-June 2019 | 6th grade teachers | None | | 0.00 |
| I. 4th-6th graders will participate in the Santa Clarita Valley DFY Program | Fall 2018 Spring 2019 | Site Administrator Teachers | None | | 0.00 |

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

Strategy:

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

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|-----------------------|--|--|-----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide Adobe | August 2018 to June 2019 | Educational Services | Creative Suites Annual License | 5000-5999: Services And Other Operating Expenditures | LCFF-Base | 44 |
| Provide Companion Corp - Alexandria (Libraries) | August 2018 to June 2019 | Educational Services | Alexandria (Libraries) | 5000-5999: Services And Other Operating Expenditures | LCFF-Base | 778 |
| 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 | 602 |
| 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 | 99 |
| Provide File Maker Pro | August 2018 to June 2019 | Educational Services | Report Card - TK/SDC | 4000-4999: Books And Supplies | LCFF-Base | 60 |
| 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 | 1052 |
| Provide E-School Solutions | August 2018 to June 2019 | Personnel | Subscription | 4000-4999: Books And Supplies | LCFF-Base | 1,025 |

| 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 | 3,639 |
| Provide Student Supervision During Lunch | August 2018 to June 2019 | Principal | | 2000-2999: Classified Personnel Salaries | LCFF-Base | 38,031 |
| | | | | 3000-3999: Employee Benefits | LCFF-Base | 3,286 |
| 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

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|--|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide online data tool for assessment: Illuminate | August 2018 to June 2019 | Educational Services | Subscription | 4000-4999: Books And Supplies | LCFF-Supplemental/Conce ntration | 5,140 |
| Provide Key Data | August 2018 to June 2019 | Educational Services | Subscription | 4000-4999: Books And Supplies | LCFF-Supplemental/Conce ntration | 2,000 |
| 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 | 21,600 |
| Provide Library Technician | August 2018 to June 2019 | Educational Services | Library Resource Technician Support | 2000-2999: Classified Personnel Salaries | LCFF-Supplemental/Conce ntration | 14623 |
| Provide Computer Lab Specialist | August 2018 to June 2019 | Educational Services Principal | Computer Lab Specialist Support | 2000-2999: Classified Personnel Salaries | LCFF-Supplemental/Conce ntration | 12799 |
| Provide Renaissance Place | August 2018 to June 2019 | Educational Services | STAR Reading, Accelerated Reading, STAR Math | 4000-4999: Books And Supplies | LCFF-Supplemental/Conce ntration | 7,277 |
| Provide Instructional Coach TOSA | August 2018 to June 2019 | Educational Services | Two Instructional Coaches (TOSAs) | 1000-1999: Certificated Personnel Salaries | LCFF-Supplemental/Conce ntration | 17,000 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|--------------------------|-----------------------|------------------------------------|--|-----------------|
| | | | Description | Type | Funding Source |
| Provide Survey Monkey | August 2018 to June 2019 | Educational Services | Variety of Surveys | 4000-4999: Books And Supplies | LCFF-Base 22 |
| Provide Blackboard Connect Communication Tool | August 2018 to June 2019 | Technology Department | Subscription to Blackboard Connect | 5000-5999: Services And Other Operating Expenditures | 1,833 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------------|-----------------------|---|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| SST Online | August 2018 to June 2019 | Special Education | San Joaquin County Office of Education Online Student Monitoring system | 5000-5999: Services And Other Operating Expenditures | LCFF-Base | 807 |
| Provide Social Worker | August 2018 to June 2019 | Special Education | Social worker to provide comprehensive services to parents, students and staff addressing barriers that limit students. Especially low income, foster youth and English learners. | 5000-5999: Services And Other Operating Expenditures | LCFF- Supplemental/Concentration | 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 | 52,553.00 | 0.00 |
| LCFF- Supplemental/Concentration | 14,000.00 | 0.00 |
| Misc. Grants | 6,479 | 1,318.04 |
| PTA | 17190 | 180.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| District Funded | 0.00 |
| LCFF- Supplemental/Concentration | 14,000.00 |
| LCFF-Base | 52,553.00 |
| Misc. Grants | 5,160.96 |
| PTA | 17,010.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 7,068.00 |
| 2000-2999: Classified Personnel Salaries | 7,938.00 |
| 3000-3999: Employee Benefits | 1,805.65 |
| 4000-4999: Books And Supplies | 51,210.96 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 |
| 5800: Professional/Consulting Services And Operating | 20,010.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------------------------|--------------------|
| | District Funded | 0.00 |
| 5000-5999: Services And Other Operating | District Funded | 0.00 |
| | LCFF- Supplemental/Concentration | 691.35 |
| 1000-1999: Certificated Personnel Salaries | LCFF- Supplemental/Concentration | 2,164.00 |
| 3000-3999: Employee Benefits | LCFF- Supplemental/Concentration | 489.65 |
| 4000-4999: Books And Supplies | LCFF- Supplemental/Concentration | 10,655.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-Base | 4,904.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-Base | 7,938.00 |
| 3000-3999: Employee Benefits | LCFF-Base | 1,316.00 |
| 4000-4999: Books And Supplies | LCFF-Base | 35,395.00 |
| 5800: Professional/Consulting Services | LCFF-Base | 3,000.00 |
| 4000-4999: Books And Supplies | Misc. Grants | 5,160.96 |
| 5800: Professional/Consulting Services | PTA | 17,010.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 18,919.00 |
| Goal 2 | 39,520.26 |
| Goal 3 | 3,779.70 |
| Goal 4 | 5,495.00 |
| Goal 6 | 4,000.00 |
| Goal 9 | 17,010.00 |

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Gretchen Lupica, Principal | X | | | | |
| Terri Bosh, Teacher | | X | | | |
| Yvette Carmichael, Teacher | | X | | | |
| Charlie Chi, Parent | | | | X | |
| Sheri Forbes, Teacher | | X | | | |
| Julie Martinez, Parent | | | | X | |
| Jaime Motta, Parent | | | | X | |
| Jennifer Metz, Classified | | | X | | |
| Leslie Scattaglia, Parent | | | | | |
| Arin Spalding, Parent | | | | X | |
| Numbers of members of each category: | 1 | 3 | 1 | 5 | 0 |

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 09/19/18.

Attested:

Gretchen Lupica

Typed Name of School Principal

Signature of School Principal

Date

Charlie Chi

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

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

| | | |
|---|---|--------------------|
| | State Compensatory Education Advisory Committee | _____ Signature |
| X | English Learner Advisory Committee | _____ 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): <i>School Safety Rep.</i> | _____ 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 .

Attested:

| | | |
|--|---|------------------------|
| <u>Gretchen Lupica</u> Typed Name of School Principal |  Signature of School Principal | <u>9/19/18</u> Date |
| <u>Charlie Chi</u> Typed Name of SSC Chairperson |  Signature of SSC Chairperson | <u>9/19/18</u> Date |