

# The School Plan for Student Achievement

**School:** Canyon Springs Community School  
**CDS Code:** 19-65045  
**District:** Sulphur Springs Union School District  
**Principal:** Julie Martinez  
**Revision Date:** 9-10-2020

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 (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on 12-9-2020.**

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## School Vision and Mission

### Canyon Springs Community School's Vision and Mission Statements

Our Vision is to provide an inspiring and engaging environment that develops responsible learners and independent citizens who think critically, collaboratively and contribute positively to a diverse community.

Our Mission is to embrace our diversity and our similarities by creating and maintaining an alliance among parents, students, educators and community. We are committed to implementing rigorous curriculum and instruction that provides a learning environment where all children develop technological and essential skills needed to become successful life-long learners and leaders in our global community.

## School Profile

Canyon Springs is located in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs is a school wide Title One school currently educating 511 students in 18 regular education classes, two Learning Disabled Special Day Class and two District ACE Special Day Classes. The support staff includes 1 full time Speech and Language Pathologist, one full time Resource Teacher, 1 40% K-6 TOSA (Teacher on Special Assignment) an Audiologist, a part time school Psychologist, an Adaptive P.E. Teacher, Deaf and Hard of Hearing Itinerant Teachers and an Occupational Therapist. Canyon Springs also houses one of the District's two State Preschools. The State Preschool Program at Canyon Springs is offered at no cost to low income families and helps almost 80 children per year prepare for a successful educational career. Preschool staff collaborates with kindergarten teachers, special service providers, and administrators to articulate instructional goals, develop transitional learning plans, implement emergency procedures to ensure student safety, and create parent involvement opportunities. Approximately 80 2nd -6th grade Canyon Springs students benefit from the after school ASES (After School education and Safety) Program, which provides academic support and enrichment until 6 p.m. every school day. Canyon Springs is an ethnically diverse school with 88% Hispanic students, 8% White students, 2 % African American students, and 1 % students from other ethnic backgrounds. The school is linguistically diverse with 47.1% of students identified as English Learners. Although Spanish is the dominant non-English home language, there are several other home languages, including English, Punjabi, Tagalog, Portuguese and Gujarati. Canyon Springs staff works with District support personnel to evaluate various sources of data related to student achievement and school climate. Every year, the School Site Council reviews local and state assessments, survey results from teachers, staff and the school community, in order to update the School Plan for Student Achievement (SPSA) to reflect goals that ensure that every child will achieve his/her full potential. A number of dedicated parents make up the Canyon Springs School PTA. Canyon Springs School PTA provides fun-filled family events and supports the school's programs and activities such as: School Assemblies, Fall Festival, Red Ribbon Week and Family Restaurant Nights. Canyon Springs School PTA fundraisers support field trips for every grade level and school wide enrichment, such as art, music and movement. At monthly assemblies students are recognized for their academic achievement, effort, attendance, and citizenship accomplishments. Students and parents are recognized during an Accelerated Reader Celebration of Learning and Achievement Assembly. Dedicated staff, students and parents make Canyon Springs Community School an exceptional school where every student is held to the highest of expectations and challenged to always try their very best.

## 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).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time of remote teaching.

### **Classroom Observations**

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. During remote teaching, classroom observations include participation in teachers' scheduled live teaching sessions.

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

The following statements are derived from the Elementary and Secondary Education Act (ESSA) 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 (ESSA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

### **Staffing and Professional Development**

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

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Assistant Principals for Instruction, and two Teachers on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2020-2021 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

## Teaching and Learning

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

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

After the release of the report “Addressing Unfinished Learning After Covid-19” by the Council of Great City Schools (June 2020), the District’s Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1) Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled “2020-2021 Priority Instructional Content in English-Language Arts and Mathematics” to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level 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 school implements a multi-tiered system of support to target students’ instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

### 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)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

## Opportunity and Equal Educational Access

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

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

#### 14. Research-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

#### Parental Involvement

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

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

#### 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 (ESSA)

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to that support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

#### 18. Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

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

Regular school attendance - Students who are chronically absent or tardy do not have the same opportunities in learning as their peers who come to school regularly.

Achievement gap - The challenge of closing the achievement gap can be achieved by providing differentiation in learning needs and continuously monitoring the effectiveness of the support through data analysis and collaboration.

Parent involvement - Involving parents in the home/school partnership builds the collaborative home/school culture to support high student expectations. Working parents or parents of students with primary home language other than English may lack time and resources. Some parents may feel uncomfortable to initiate and participate in meetings, ask questions and help their child with homework.

Learning support - The schoolwide support to provide and monitor differentiated learning has been inconsistent from one year to next, leaving gaps in data analysis and consequent effectiveness of the programs.

Planning for rigor - Continue to provide learning opportunities for teachers to develop and execute rigorous lessons with focus on higher level thinking skills.





# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	62	62	74	60	62	74	60	61	100	96.8	100
Grade 4	75	77	77	75	77	77	74	75	77	100	100	100
Grade 5	88	70	78	88	70	78	88	69	77	100	100	100
Grade 6	74	88	71	72	88	71	72	88	70	97.3	100	100
All Grades	311	297	288	309	295	288	308	292	285	99.4	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.6	2413.8	2408.1	18.92	20.00	14.75	25.68	25.00	29.51	27.03	28.33	21.31	28.38	26.67	34.43
Grade 4	2455.7	2454.2	2462.7	17.57	21.33	19.48	25.68	26.67	29.87	27.03	21.33	22.08	29.73	30.67	28.57
Grade 5	2503.7	2491.1	2488.5	27.27	14.49	20.78	20.45	36.23	29.87	19.32	18.84	14.29	32.95	30.43	35.06
Grade 6	2512.8	2536.9	2522.8	12.50	21.59	10.00	30.56	28.41	44.29	33.33	32.95	25.71	23.61	17.05	20.00
All Grades	N/A	N/A	N/A	19.48	19.52	16.49	25.32	29.11	33.33	26.30	25.68	20.70	28.90	25.68	29.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.27	21.67	21.31	41.89	43.33	40.98	37.84	35.00	37.70
Grade 4	22.97	17.33	24.68	47.30	53.33	44.16	29.73	29.33	31.17
Grade 5	32.95	20.29	27.27	37.50	53.62	41.56	29.55	26.09	31.17
Grade 6	15.28	27.27	20.00	47.22	45.45	51.43	37.50	27.27	28.57
All Grades	23.38	21.92	23.51	43.18	48.97	44.56	33.44	29.11	31.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.86	18.33	9.84	54.05	50.00	68.85	31.08	31.67	21.31
Grade 4	16.22	16.00	7.79	54.05	49.33	61.04	29.73	34.67	31.17
Grade 5	32.95	20.29	20.78	38.64	42.03	48.05	28.41	37.68	31.17
Grade 6	12.50	22.73	22.86	56.94	52.27	57.14	30.56	25.00	20.00
All Grades	19.81	19.52	15.44	50.32	48.63	58.25	29.87	31.85	26.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.81	15.00	18.03	70.27	65.00	63.93	18.92	20.00	18.03
Grade 4	9.46	17.33	15.58	71.62	66.67	71.43	18.92	16.00	12.99
Grade 5	25.00	11.59	18.18	62.50	59.42	62.34	12.50	28.99	19.48
Grade 6	11.11	18.18	17.14	72.22	68.18	65.71	16.67	13.64	17.14
All Grades	14.61	15.75	17.19	68.83	65.07	65.96	16.56	19.18	16.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.14	21.67	19.67	48.65	51.67	49.18	16.22	26.67	31.15
Grade 4	14.86	22.67	15.58	64.86	45.33	62.34	20.27	32.00	22.08
Grade 5	30.68	18.84	20.78	35.23	59.42	46.75	34.09	21.74	32.47
Grade 6	25.00	32.95	27.14	54.17	54.55	52.86	20.83	12.50	20.00
All Grades	26.62	24.66	20.70	50.00	52.74	52.98	23.38	22.60	26.32

**Conclusions based on this data:**

1. When looking at the overall achievement for all students, the percent of students in standard exceeded and standard met is 49.12%, an increase of .49%.
2. The Writing Claim has the fewest percentage of students above standard at 13.68%. However, the Listening Claim has the most student at or near the standard with 65.96% of students.
3. The Listen Claim showed a 1.44% increase from the 2017-2018 school year to the 2018-2019 school year.

## 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	62	62	74	61	62	74	61	61	100	98.4	100
Grade 4	75	77	77	75	77	77	74	77	77	100	100	100
Grade 5	88	70	78	88	70	78	88	70	77	100	100	100
Grade 6	74	88	71	74	88	71	74	88	70	100	100	100
All Grades	311	297	288	311	296	288	310	296	285	100	99.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.6	2426.2	2413.6	16.22	9.84	11.48	29.73	31.15	29.51	22.97	36.07	26.23	31.08	22.95	32.79
Grade 4	2457.3	2459.6	2461.6	10.81	12.99	9.09	21.62	29.87	32.47	36.49	28.57	31.17	31.08	28.57	27.27
Grade 5	2493.1	2461.4	2485.1	20.45	11.43	18.18	15.91	12.86	16.88	22.73	21.43	24.68	40.91	54.29	40.26
Grade 6	2512.0	2538.3	2492.9	16.22	26.14	10.00	16.22	22.73	17.14	32.43	23.86	35.71	35.14	27.27	37.14
All Grades	N/A	N/A	N/A	16.13	15.88	12.28	20.65	23.99	23.86	28.39	27.03	29.47	34.84	33.11	34.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.38	24.59	26.23	37.84	39.34	34.43	33.78	36.07	39.34
Grade 4	18.92	28.57	19.48	35.14	31.17	42.86	45.95	40.26	37.66
Grade 5	25.00	11.43	22.08	27.27	30.00	31.17	47.73	58.57	46.75
Grade 6	24.32	32.95	17.14	33.78	32.95	34.29	41.89	34.09	48.57
All Grades	24.19	25.00	21.05	33.23	33.11	35.79	42.58	41.89	43.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.32	11.48	16.39	44.59	63.93	49.18	31.08	24.59	34.43
Grade 4	12.16	15.58	15.58	47.30	45.45	48.05	40.54	38.96	36.36
Grade 5	20.45	14.29	18.18	34.09	34.29	42.86	45.45	51.43	38.96
Grade 6	12.16	25.00	10.00	48.65	42.05	47.14	39.19	32.95	42.86
All Grades	17.42	17.23	15.09	43.23	45.61	46.67	39.35	37.16	38.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.68	18.03	13.11	47.30	57.38	54.10	27.03	24.59	32.79
Grade 4	20.27	18.18	15.58	47.30	45.45	53.25	32.43	36.36	31.17
Grade 5	17.05	10.00	16.88	43.18	35.71	45.45	39.77	54.29	37.66
Grade 6	14.86	25.00	11.43	52.70	40.91	45.71	32.43	34.09	42.86
All Grades	19.35	18.24	14.39	47.42	44.26	49.47	33.23	37.50	36.14

**Conclusions based on this data:**

1. When looking at the overall achievement for all students, the percent of students in standard met decreased by 3.6% from 2017-2018. to 2018-2019
2. When looking at Problem Solving & Modeling/Data Analysis, the percentage of students at or near standard increased by 2.38%.
3. The claim that appears to be the most difficult is Communicating and Reasoning. This is the claim has only 14.39% of students above standard. However, this claim also has the most students at or near standard with 49.47%. This claim is a focus for the 2019-2020 school year.

## School and Student Performance Data

### ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1448.4	1464.5	1458.3	1469.8	1425.3	1451.8	43	30
Grade 1	1474.5	1472.2	1491.6	1480.1	1456.8	1463.8	35	38
Grade 2	1487.5	1489.9	1492.4	1497.2	1482.3	1482.1	28	39
Grade 3	1491.6	1500.1	1480.4	1498.6	1502.1	1500.9	27	17
Grade 4	1505.0	1527.4	1493.3	1511.8	1515.9	1542.4	29	33
Grade 5	1490.9	1513.9	1484.7	1509.2	1496.7	1518.0	29	30
Grade 6	1516.8	1510.0	1503.5	1524.3	1529.7	1495.2	26	22
All Grades							217	209

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.49	33.33	25.58	40.00	*	26.67	*	0.00	43	30
1	54.29	18.42	*	34.21	*	34.21	*	13.16	35	38
2	53.57	23.08	*	46.15	*	28.21	*	2.56	28	39
3	*	23.53	55.56	35.29	*	35.29	*	5.88	27	17
4	*	33.33	48.28	39.39	*	21.21	*	6.06	29	33
5	41.38	20.00	37.93	36.67	*	33.33	*	10.00	29	30
6	*	13.64	61.54	40.91	*	36.36	*	9.09	26	22
All Grades	38.25	23.92	39.63	39.23	14.29	30.14	7.83	6.70	217	209

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.14	40.00	34.88	40.00	*	20.00	*	0.00	43	30
1	65.71	28.95	*	31.58	*	39.47	*	0.00	35	38
2	75.00	38.46	*	46.15		12.82	*	2.56	28	39
3	*	41.18	44.44	29.41	*	23.53	*	5.88	27	17
4	*	42.42	51.72	36.36	*	9.09	*	12.12	29	33
5	58.62	36.67	*	46.67	*	6.67	*	10.00	29	30
6	57.69	59.09	*	22.73	*	9.09	*	9.09	26	22
All Grades	53.00	39.71	32.72	37.32	7.37	17.70	6.91	5.26	217	209

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.53	23.33	*	46.67	30.23	26.67	*	3.33	43	30
1	34.29	13.16	*	23.68	*	39.47	*	23.68	35	38
2	53.57	15.38	*	43.59	*	25.64	*	15.38	28	39
3	*	17.65	*	17.65	*	52.94	*	11.76	27	17
4	*	24.24	*	42.42	44.83	30.30	*	3.03	29	33
5	*	6.67	*	30.00	*	43.33	*	20.00	29	30
6	*	4.55	42.31	18.18	*	54.55	*	22.73	26	22
All Grades	29.49	15.31	28.11	33.49	28.11	36.84	14.29	14.35	217	209

Listening Domain Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19		
K	79.07	33.33	*	60.00		6.67	43	30		
1	71.43	50.00	*	50.00	*	0.00	35	38		
2	82.14	38.46	*	56.41	*	5.13	28	39		
3	*	11.76	59.26	58.82	*	29.41	27	17		
4	*	33.33	58.62	51.52	*	15.15	29	33		
5	51.72	20.00	37.93	66.67	*	13.33	29	30		
6	*	27.27	57.69	59.09	*	13.64	26	22		
All Grades	56.22	33.01	36.87	56.94	6.91	10.05	217	209		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.49	50.00	41.86	50.00	*	0.00	43	30
1	65.71	15.79	31.43	78.95	*	5.26	35	38
2	75.00	30.77	*	64.10	*	5.13	28	39
3	*	70.59	44.44	23.53	*	5.88	27	17
4	48.28	54.55	*	33.33	*	12.12	29	33
5	65.52	60.00	*	33.33	*	6.67	29	30
6	73.08	59.09	*	27.27	*	13.64	26	22
All Grades	58.99	44.98	31.34	48.33	9.68	6.70	217	209

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.88	10.00	62.79	90.00	*	0.00	43	30
1	42.86	31.58	37.14	47.37	*	21.05	35	38
2	64.29	12.82	*	74.36	*	12.82	28	39
3	*	11.76	59.26	41.18	*	47.06	27	17
4	*	18.18	65.52	66.67	*	15.15	29	33
5	*	23.33	62.07	46.67	*	30.00	29	30
6	46.15	4.55	*	50.00	*	45.45	26	22
All Grades	33.64	17.22	48.39	61.24	17.97	21.53	217	209

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.14	70.00	30.23	23.33	*	6.67	43	30
1	*	10.53	74.29	63.16	*	26.32	35	38
2	*	10.26	60.71	76.92	*	12.82	28	39
3	*	23.53	51.85	70.59	*	5.88	27	17
4	*	27.27	75.86	63.64	*	9.09	29	33
5	44.83	10.00	44.83	80.00	*	10.00	29	30
6	*	9.09	80.77	81.82	*	9.09	26	22
All Grades	30.41	22.49	58.06	65.07	11.52	12.44	217	209

**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	22.2	20	16.7
7			
9			

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
512	84.8	43.6	1.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	223	43.6
Foster Youth	9	1.8
Homeless	83	16.2
Socioeconomically Disadvantaged	434	84.8
Students with Disabilities	69	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.1
Asian	3	0.6
Filipino	11	2.1
Hispanic	440	85.9
Two or More Races	8	1.6
White	34	6.6





### Conclusions based on this data:

- 84% of Canyon Springs students are Socioeconomically Disadvantaged.
- 85.9% of students are Hispanic who attend Canyon Springs.
- Canyon Springs has a 16.2% homeless population.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="224 430 441 457">English Language Arts</p>  <p data-bbox="289 506 376 533">Orange</p>	<p data-bbox="704 430 915 457">Chronic Absenteeism</p>  <p data-bbox="769 506 857 533">Green</p>	<p data-bbox="1205 430 1370 457">Suspension Rate</p>  <p data-bbox="1256 506 1325 533">Blue</p>
<p data-bbox="266 632 399 659">Mathematics</p>  <p data-bbox="289 707 376 735">Orange</p>		

### Conclusions based on this data:

1. The suspension rate at Canyon Springs is very low and falls in the blue category of the California Dashboard.
2. Although Chronic Absenteeism remains in the green category of the California Dashboard, improving attendance will continue to be an area of focus.
3. ELA and Math continue to be an area of need for improvement at Canyon Springs considering the Dashboard reflects both subjects to be Orange on the California Dashboard.

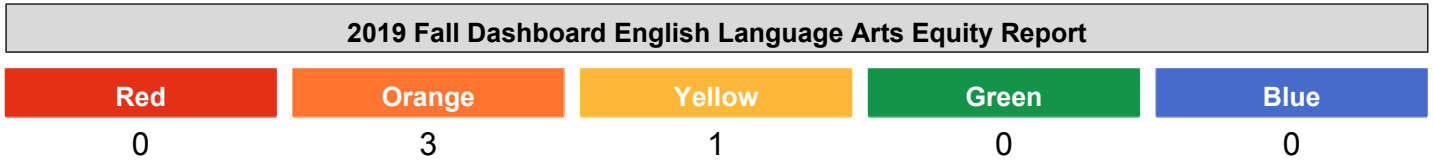
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>9.4 points below standard</p> <p>Maintained -0.6 points</p> <p>281</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>18.1 points below standard</p> <p>Declined -7.2 points</p> <p>157</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>22 points below standard</p> <p>Increased ++11.9 points</p> <p>47</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>14.4 points below standard</p> <p>Maintained -0.3 points</p> <p>247</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>45.9 points below standard</p> <p>Increased Significantly ++16.9 points</p> <p>51</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.5 points below standard Maintained -1.1 points 243	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 3.9 points below standard Declined -6.9 points 19

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.9 points below standard Increased ++7.1 points 93	39.7 points above standard Declined Significantly -17.2 points 64	2.3 points below standard Increased ++5.2 points 115

#### Conclusions based on this data:

- All students in ELA are performing at 9.4 points below standard. All students maintained performance at -0.6 below standard.
- Students with disabilities increased by 16.9 points and are in yellow on the California Dashboard.
- English Only students increased by 5.2 points on the California Dashboard.

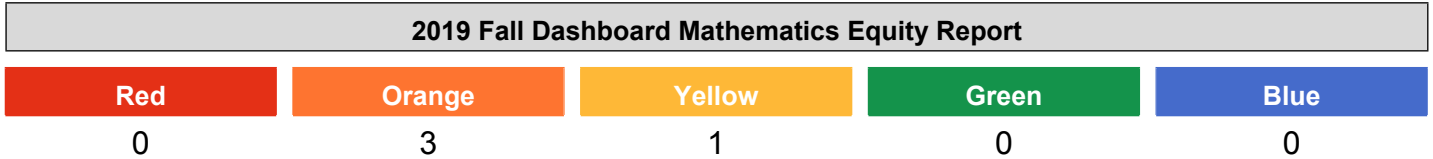
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 30.9 points below standard Declined -4.2 points 281	<p><b>English Learners</b></p> Orange 36.1 points below standard Declined -12.1 points 157	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color 37.9 points below standard Declined Significantly -18.3 points 47	<p><b>Socioeconomically Disadvantaged</b></p> Orange 34.5 points below standard Maintained -2.9 points 247	<p><b>Students with Disabilities</b></p> Yellow 64.6 points below standard Increased ++14.5 points 51

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.3 points below standard Declined -4.6 points 243	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 12.3 points below standard Maintained ++1.8 points 19

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.3 points below standard Increased ++3.4 points 93	3.4 points above standard Declined Significantly -27.7 points 64	25.9 points below standard Increased ++7.8 points 115

**Conclusions based on this data:**

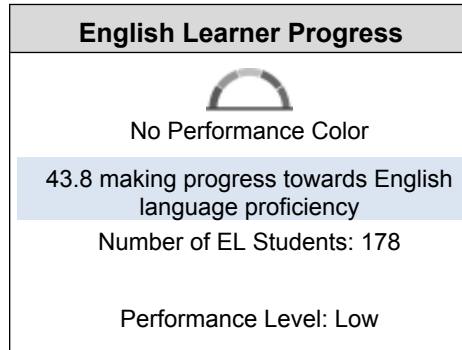
1. All students are working 30.9 points below standard in Mathematics.
2. Students with disabilities increased 14.5 points and are in yellow on the California Dashboard.
3. English Learners increased 3.4 points and English Only students increased 7.8 points in Mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.2	30.8	8.4	35.3

#### Conclusions based on this data:

- 178 students at Canyon Springs are classified as English Learners.
- 43.8% of students are making progress towards English language proficiency.
- 8.4% of English Learners maintained ELPI Level 4, while 35.3% of English Learners progressed at least one ELPI level.



# School and Student Performance Data

## Academic Performance College/Career

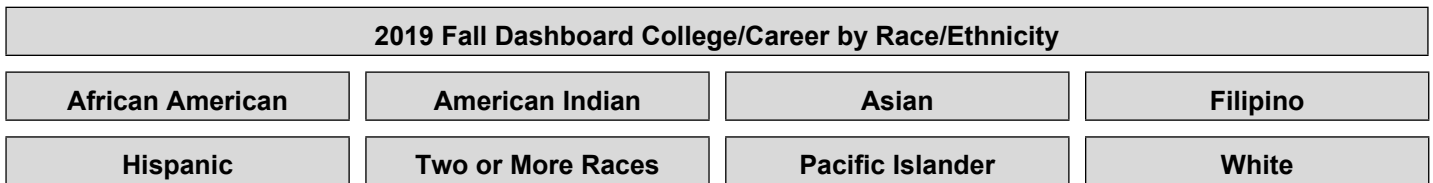
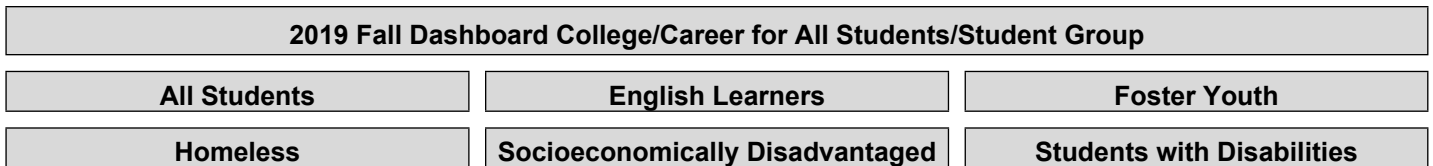
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

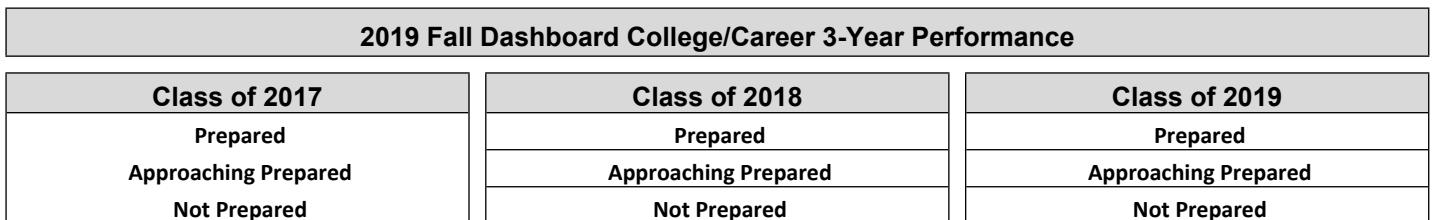
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



### Conclusions based on this data:

1. NA
2. NA
3. NA

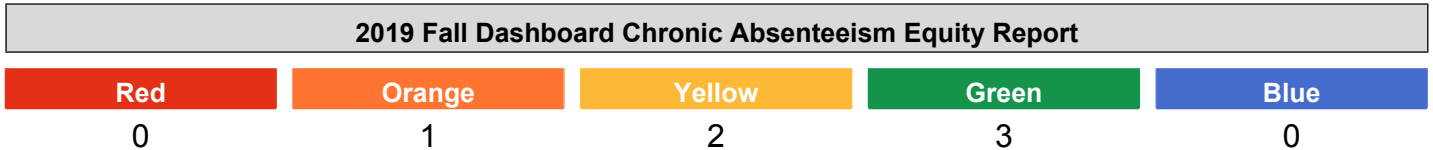
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>9.4</p> <p>Declined -1</p> <p>541</p>	<p><b>English Learners</b></p> <p>Green</p> <p>6.8</p> <p>Declined -2.2</p> <p>236</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>15.4</p> <p>Increased +1.1</p> <p>13</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>10.4</p> <p>Declined -5</p> <p>96</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>8.9</p> <p>Declined -2</p> <p>460</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>20</p> <p>Declined -0.5</p> <p>85</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 15.8 Increased +9.1 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 6.7 15
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 8.7 Declined -1.8 459	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 16.7 Increased +10 36

**Conclusions based on this data:**

1. All students at Canyon Springs fall in the green section on the California Dashboard.
2. English Learners at Canyon Springs fall in the green section on the California Dashboard.
3. Socioeconomically Disadvantaged students at Canyon Springs fall in the green section on the California Dashboard. Although these subgroups are green on the California Dashboard, we will work to improve chronic absenteeism so that all subgroups will fall in the blue section of the California Dashboard.

# School and Student Performance Data

## Academic Engagement Graduation Rate

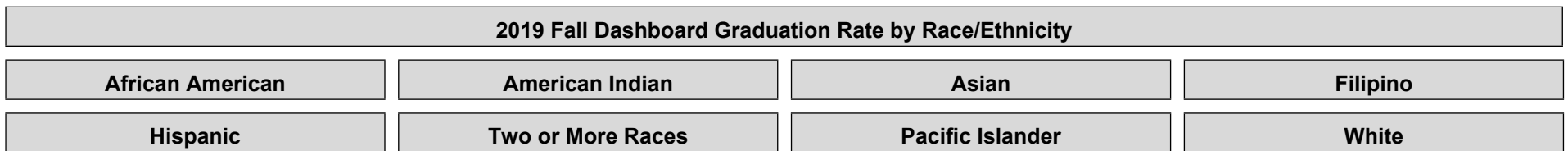
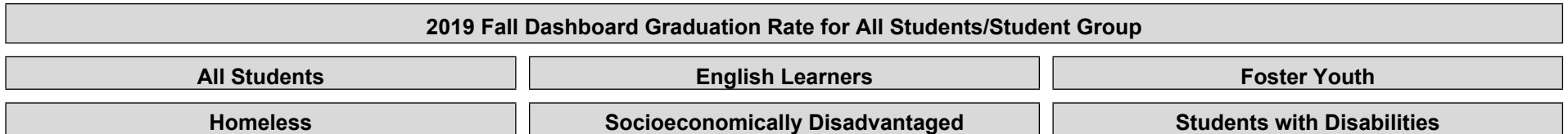
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red                      Orange                      Yellow                      Green                      Blue                      Highest Performance

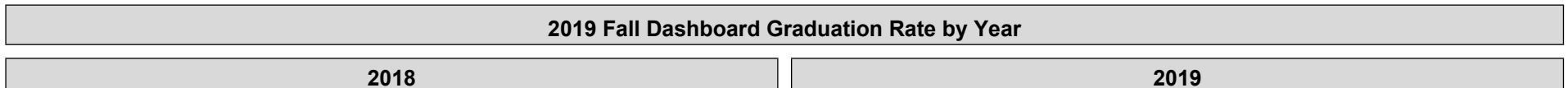
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



**Conclusions based on this data:**

- 1. NA
- 2. NA
- 3. NA

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



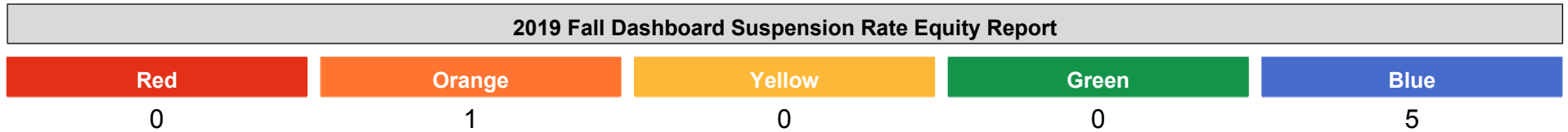
Green



Blue

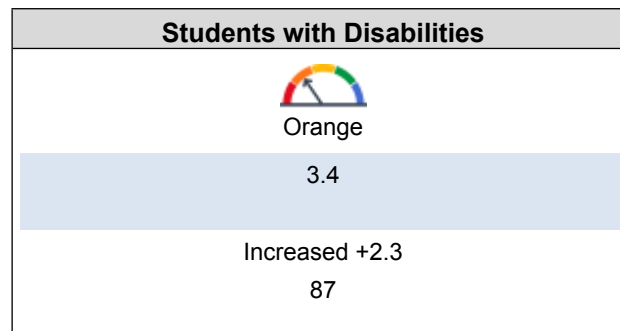
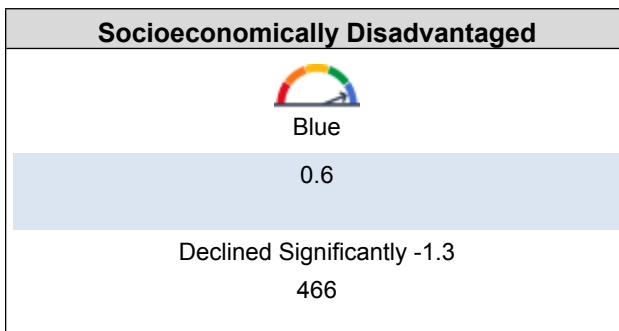
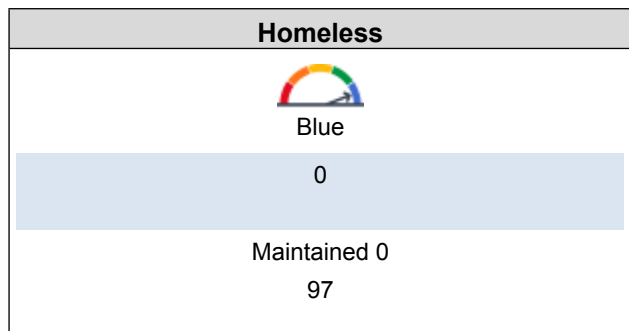
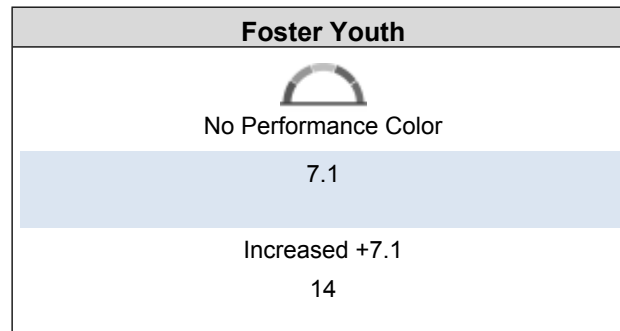
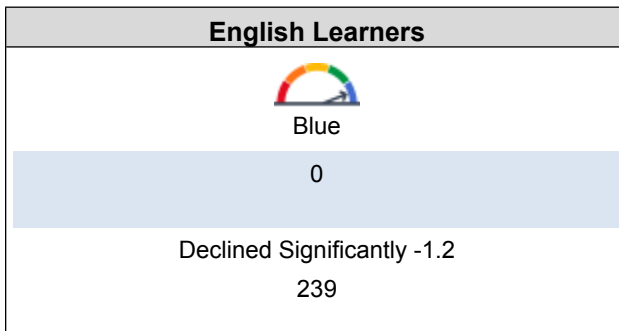
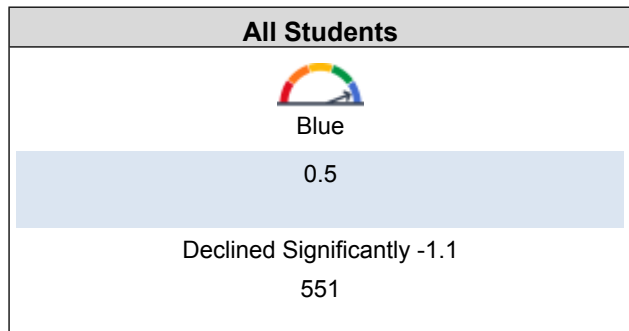
Highest Performance

This section provides number of student groups in each color.

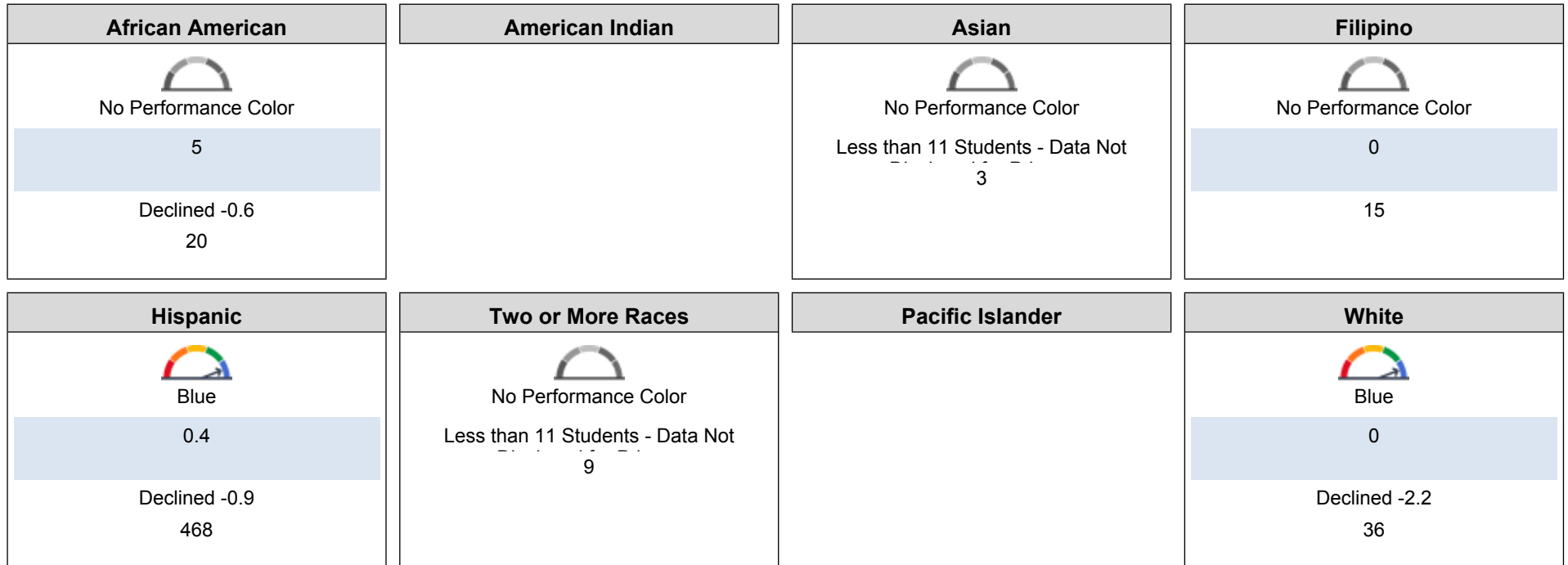


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.6	0.5

**Conclusions based on this data:**

- 5 subgroups (Hispanic, Socioeconomically Disadvantaged, Homeless, White and English Learners) are performing in the Blue category on the California Dashboard.
- Suspension rates declined by 0.9 points for Hispanic students.
- Suspension rates declined significantly for Socioeconomically Disadvantaged students by 0.6 points.



## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Engagement and Involvement</b>
<b>LEA GOAL:</b>
Effective teaching and administration
<b>LCAP GOAL:</b>
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
<b>SCHOOL GOAL #1:</b>
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
<b>Data Used to Form this Goal:</b>
Attendance; Staff meetings, SSC, ELAC, PTA Meetings, Leadership Meetings, Classified Staff Meetings: sign-in sheets, agendas and minutes; Attendance for counseling sessions, Data from safety walks, monthly safety drills, and LCAP survey results, Williams Compliance Quarterly Report, LCAP Survey
<b>Findings from the Analysis of this Data:</b>
Overall attendance rate: 95.4%; 3% of students participated in counseling; monthly safety drills were conducted; 12% of EL parents attended ELAC; "0" findings on William's Compliant quarterly report.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly William's Compliant report; continue to gather evidence from staff, student, parent surveys.

<b>Strategy:</b>
1. Provide instructional materials and supplies for TK-6th grade that are standards aligned in all subject areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Instructional Materials and Supplies for Classrooms.	August 2020 to June 2021	Principal Teacher Office Manager	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	15000
				4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1304
B. Teachers will use district adopted textbook material.	August 2020 to June 2021	Principal Teacher	District Curriculum Benchmark Advance Math Expressions No Cost	4000-4999: Books And Supplies	District Funded	0

**Strategy:**

2. Purchase software to supplement Math, ELA, Science and Social Studies to support the Core Curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Starfall.	August 2020 to June 2021	Principal Teachers	Technology Starfall	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	270

**Strategy:**

3. Implement district maintenance plan to repair and maintain clean 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 2020 to June 2021	Principal Custodian Office Manager	Custodial Supplies Cleaning Supplies Repair and Replacement Materials and Supplies	5000-5999: Services And Other Operating Expenditures	LCFF-Base	11500

B. Maintain safe playgrounds and classrooms in good repair by completing safety walks.	August 2020 to June 2021	Principal Custodian Maintenance & Operations	Campus Safety No Cost	0
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**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide noon supervisor schedule.	August 2020 to June 2021	Principal	Noon Supervisor Schedule No Cost			0
B. Provide extra hourly pay to noon supervisors/instructional aides as needed.	August 2020 to June 2021	Principal Office Manager	Noon Supervisor Extra Duty Hours	2000-2999: Classified Personnel Salaries	LCFF-Base	5500
C. Provide noon supervisor trainings.	August 2020 to June 2021	Principal	No Cost/Minimum Days Noon Supervisor Trainings			0

**Strategy:**

5. Conduct safety drills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct monthly drills, including earthquake, 3-in-1 and Lockdown drills.	August 2020 to June 2021	Principal	Safety Drills No Cost			0

**Strategy:**

6. Provide annual mandatory training to school site staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Site will provide training for certificated staff.	August 2020 to June 2021	Principal	PDD Wednesdays No Cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Site will provide an Office Assistant to communicate with parents, act as community liaison and verify absences.	August 2020 to June 2021	Principal Office Staff	Bilingual Office Assistant	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	22979
B. Site will implement monthly attendance incentive and recognition program throughout the school year.	August 2020 to June 2021	Principal Office Staff	Attendance No Cost			0
C. Purchase Attendance/Behavior Incentives/Awards/Medals/AR/Scholarship Awards	August 2020 to June 2021	Principal Office Staff	Attendance Incentives	4000-4999: Books And Supplies	LCFF-Base	1254
D. Organize and facilitate SART meetings to review attendance and help families with excessive tardies and absences.	August 2020 to June 2021	Principal A2A Office Staff Parents	Attendance No Cost District Funded		District Funded	0

E. Parents of K-6 students will receive support and training on how to access the Aeries Parent Portal, Google Classroom, Zoom to view student attendance and support online learning attendance. Computers for parent use will be made available at the school site.	August 2020 to June 2021	Principal Office Staff	Attendance Training No Cost	0
F. The District and site will adopt October as perfect attendance month and district-wide, will recognize students with perfect attendance.	August 2020 to June 2021	Principal Office Staff District Office	Attendance No Cost	0
G. Site will identify students/families with chronic tardies and absences and work with the district Social Worker to assist families in getting students to school.	August 2020 to June 2021	Principal Office Staff Social Worker	Attendance No Cost Social Worker	District Funded 0
H. Site will provide additional office hours for opening/closing the office at the beginning and the end of the school year.	August 2020 to June 2021	Principal Office Staff	Office Assistant Extra Hours	2000-2999: Classified Personnel Salaries LCFF-Base 625

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Student Achievement</b>
<b>LEA GOAL:</b>
All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum obtaining proficient or better in reading/language arts and mathematics.
<b>LCAP GOAL:</b>
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
<b>SCHOOL GOAL #2:</b>
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.  SMART goals by grade level for ELA/Math and overall school goals for ELs/LTELs. GOAL 1A: All students will score 80% or higher on the District Benchmark Assessment by June of 2020. All students will make at least a 10% increase of baseline CAASPP ELA scores. GOAL 1B: All students will score 80% or higher on the District Math Benchmark Assessment by June of 2020. All students will make at least a 10% increase of baseline CAASPP math scores by June of 2020. GOAL 1C: All high priority students (EL's-especially students 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 of 2020. All high priority students' scores will make a 10% increase of baseline CAASPP scores by June of 2020.
<b>Data Used to Form this Goal:</b>
CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative Assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, Benchmark Advance Assessments, Math Expressions Assessments

**Findings from the Analysis of this Data:**

Analysis of student scores from CAASPP ELA Assessment:

SBAC Scores indicate grades 3rd – 6th have at least 48.45% of students meeting or exceeding grade level standards. The area of greatest need is in the Writing Claim with 31.96% of students below grade level standards. 3rd grade 45% of students are meeting or exceeding grade level standards. 4th grade 48% of students are meeting or exceeding grade level standards. 5th grade 50.72% of students are meeting or exceeding grade level standards. 6th grade 49.43% of students are meeting or exceeding grade level standards.

Analysis of student scores from the CAASPP Math Assessment:

SBAC Scores indicate grades 3rd – 6th have at least 40.41% of students meeting or exceeding grade level standards. The area of greatest need is in the Concepts and Procedures with 41.44% of students below grade level standards. 3rd grade 40.99% of students are meeting or exceeding grade level standards. 4th grade 44% of students are meeting or exceeding grade level standards. 5th grade 24.63% of students are meeting or exceeding grade level standards. 6th grade 49.43% of students are meeting or exceeding grade level standards.

**How the School will Evaluate the Progress of this Goal:**

District Benchmark Assessment (TK-6), Portfolio, Goal Setting and EL Assessments (grades TK-2), AR Reading Reports (K-6) meeting 85% RC Accuracy Goal, Star Reading Assessment Results, 5th Grade Science Scores, ELPAC Scores, ELD Matrix, CAASPP Scores

**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. To supplement the instructional program, teachers will be released for professional development and meetings/trainings/PD/Book Study.	August 2020 to June 2021	Principal Teachers	Extra Duty Professional Development Leadership Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2000

B. Provide professional development for research-based programs/practices (Pathblazer, AERIES Intervention, Renaissance Learning, Benchmark Advance)	August 2020 to June 2021	Administration Teachers Leadership Trainers	Pathblazer PDD Wednesday's Leadership Teachers Principal No Cost	District Funded	0
C. Provide professional development for math programs/practices (Math Expressions, Pathblazer) - PD Wednesdays - Data Analysis	August 2020 to June 2021	Administration Teachers Leadership Trainers	PDD Wednesday's No Cost		0

**Strategy:**

2. Teachers will implement Benchmark Advance with intended design.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will meet regularly to improve ELA units, refine assessments and evaluate assessment data.	August 2020 to June 2021	Principal Teachers	PDD Wednesday's No Cost			0

**Strategy:**

3. Purchase California State supplementary and/or digital standards based materials (i.e. BrainPop, Renaissance Products, Academic Vocabulary Toolkit) to assist with intervention programs for students at risk and for enrichment programs.

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 - Misc. Apps.	August 2020 to June 2021	Principal	Material and Supplies	4000-4999: Books And Supplies	LCFF-Base	500
B. Implement and utilize Pathblazer.	September 2020 to June 2021	Principal Teachers	PDD Wednesday's District Provided No Cost		District Funded	0



C. Hire Translators (EL Support, Goal Setting, Parent Conferences).	August 2020 to June 2021	Principal Teachers Office Staff	Translation EL Support	2000-2999: Classified Personnel Salaries	Title I	2000
D. Teachers will systematically provide targeted intervention daily within small group instruction - school wide.	August 2020 to June 2021	Principal Leadership Team Teachers	Targeted Intervention			0
E. Purchase Brain Pop.	August 2020 to June 2021	Principal Teachers	Technology Brain Pop No Cost District Funded		District Funded	0

**Strategy:**

4. Provide planning time for teachers and administrators 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. In addition to and to support the instructional program, teachers will meet regularly to improve ELA and Math units, refine assessments and evaluate assessment data. Teachers will create common assessments and participate in data analysis. Substitutes will release teachers.	August 2020 to June 2021	Principal Teachers	Planning Time Substitutes Data Digs	1000-1999: Certificated Personnel Salaries	Title I	2000
B. Teachers will meet regularly to improve units, refine assessments, and evaluate assessment data, to specifically address EL students' needs.	August 2020 to June 2021	Principal Teachers	PDD Wednesday's No Cost			0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement District Benchmarks in ELA/ELD and math.	August 2020 to June 2021	Principal Teachers	District Funded No Cost		District Funded	0
B. Hire instructional aide for initial ELPAC assessments.	September 2020 to November 2020	Principal	ELPAC	2000-2999: Classified Personnel Salaries	Title I	1000
C. Teachers will hold goal setting conferences.	September 2020	Principal Teachers	District Directed No Cost			0
D. Teachers will meet every 6 - 8 weeks to formally monitor students/groups and design differentiated instructional opportunities to meet students' academic needs.	August 2020 to June 2021	Principal Teachers	PDD Wednesday's Grade Level Planning No Cost			0
E. Hold monthly IEP days.	August 2020 to June 2021	Principal Teachers	Substitutes No Cost District Funded		District Funded	0
F. In order to provide additional support to the instructional program, including EL students, instructional assistants will be hired to support TK - 2nd classrooms (Combo Classes, EL Support, Classroom Assistance, Intervention).	August 2020 to June 2021	Principal Teachers	Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	12140

**Strategy:**

6. Increase the number of students who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards by providing school intervention.

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

A. In order to provide additional support for the enrichment program, provide and purchase supplies for the school wide STEAM/Maker Space program which offers weekly enrichment/and project based learning in grades TK - 6th.	August 2020 to June 2021	Principal Teachers	STEAM Enrichment Maker Space	4000-4999: Books And Supplies	Title I	8000
B. Coordinate with and provide facilities for the SSUSD ASES program.	August 2020 to June 2021	Principal ASES Administrator ASES Staff	No Cost			0

**Strategy:**

7. Provide additional instructional minutes to increase the percent of English Learners (EL's) making progress in English proficiency (ELA and Math).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will implement Intervention time during ELA ensuring equitable access for all high priority students.	August 2020 to June 2021	Principal Teachers TOSA's Leadership Team	Intervention No Cost			0
B. Provide daily Designated ELD instruction to EL students to increase the percent of EL's making progress.	August 20120 to June 2021	Principal Teachers Leadership Team	ELD Instruction No Cost			0
C. Teachers will implement Integrated ELD including GLAD strategies and SDAIE throughout the instructional day.	August 2020 to June 2021	Principal Teachers EL Program Coordinator	ELD Instruction No Cost			0
D. Implement CA State ELD Standards for all EL students and support teachers with continued CA State ELD standards based Professional Development.	August 2020 to June 2021	Principal Teachers Leadership Team	District Training No Cost		District Funded	0

E. Teachers will implement 30 minutes of intervention time, 5 times per week within different grade levels during the school year, ensuring equitable access for all high priority students.	August 2020 to June 2021	Principal Teachers	Intervention RTI	0
F. Utilize Educational Services Program Coordinator to support core instruction, with an emphasis in supporting English Learners and ELD instruction.	August 2020 to June 2021	Principal Teachers Program Coordinator	ELD Instruction PDD Wednesday's No Cost	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide in school intervention to increase at risk students attaining ""Met"" or ""exceeded"" Standards on the SBAC.	August 2020 to June 2021	Principal Teachers	Intervention			0
B. In addition to the instructional program, purchase materials and supplies for EL students as needed.	August 2020 to June 2021	Principal Teachers Leadership Team	EL Materials and Supplies	4000-4999: Books And Supplies	Title I	2000

**Strategy:**

9. Support EL's and ELD instruction.

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

A. Monitor EL progress on the ELD Matrix.	August 2020 to June 2021	Principal Teachers	No Cost		0
B. Teachers will observe and plan with the District English Learner Coordinator.	August 2020 to June 2021	Principal Teachers EL Coordinator	No Cost District Funded	District Funded	0
C. Provide trained staff to administer the Initial English Language Proficiency Assessment for California (ELPAC).	August 2020 to June 2021	Principals Teachers EL Coordinator	No Cost District Funded	District Funded	0

**Strategy:**

10. Support and implement the ELPAC by providing administrators and teachers targeted professional development.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire an instructional assistant to complete ELPAC Testing.	August 2020 to June 2021	Principal District Office	ELPAC District Funded No Cost		District Funded	0
B. In order to supplement the instructional program, hire EL instructional aides to support EL learners and provide intervention TK - 6th.	August 2020 to June 2021	Principal Teachers	Instructional Aide EL	2000-2999: Classified Personnel Salaries	Title I	8315

**Strategy:**

11. Provide Computer Lab Specialist at all sites to support unduplicated students' technology skills to meet grade level standards.

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

A. Utilize a 5.92 time computer lab technician. (Site providing 2 additional hours)	August 2020 to June 2021	Principal	Computer Lab Tech	2000-2999: Classified Personnel Salaries	LCFF-Base	5585
				2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	2320
B. Provide computer lab schedule for teachers.	August 2020 to June 2021	Principal	Computer Lab Schedules	No Cost		0

**Strategy:**

12. Teacher on Special Assignment (TOSA) support to provide DELD support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. In order to provide additional support to the instructional program, hire part time Teacher on Special Assignment (TOSA) to support ELA Intervention, ensuring equitable access for all high priority students - DELD Groups 2nd - 6th.	August 2020 to June 2021	Principal TOSA	TOSA DELD Groups 2nd - 6th	1000-1999: Certificated Personnel Salaries	Title I	33267

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Monitor student data to provide candidate lists for the Academies.	August 2020 to June 2021	Principal Teachers	Intervention Enrichment District Funded	No Cost	District Funded	0

B. Distribute, monitor, collect student invitations for Academies.	August 2020 to June 2021	Principal Teachers	Intervention Enrichment District Funded No Cost	District Funded	0
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**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administer 7th grade Math placement test for current 6th graders.	May 2021 to June 2021	Principal 6th Grade Teachers La Mesa J.H.S. Sierra Vista J.H.S.	No Cost			0

**Strategy:**

15. Designate an Administrative Designee to support Principal and school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire substitute to cover for Administrative Intern as needed.	August 2020 to June 2021	Principal Administrative Intern	Substitutes for Administrative Intern	1000-1999: Certificated Personnel Salaries	LCFF-Base	875

**Strategy:**

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

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

A. Principal will provide library schedule for each classroom to visit the library to check out books.	August 2020 to June 2021	Principal Librarian	No Cost Schedules	0
B. Provide students Library access during recess and lunch (Intervention/Student Council/Circle of Friends).	August 2020 to June 2021	Principal Librarian	No Cost Library	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide teachers information on the opportunity to participate in Instructional Support Coaching Cycles (District TOSA's).	August 2020 to June 2021	Principal Teachers District TOSA	District Funded No Cost		District Funded	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies for science labs and/or classrooms.	August 2020 to June 2021	Principal Teachers Science Lab Assistant	Science Lab Supplies	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	500

**Strategy:**

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. (1st-6th grade) Students will participate in a minimum of 200 minutes of P.E. every two weeks.	August 2020 to June 2021	Principal Teachers	Physical Education Minutes No Cost			0
B. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons.	August 2020 to June 2021	Principal Teachers	Physical Education Minutes No Cost			0
C. Organize Kids Heart Challenge (Jump Rope for Heart) - School wide activities.	August 2020 to June 2021	Principal Teachers	Physical Fitness No Cost			0
D. Purchase Physical Fitness materials/equipment.	August 2020 to June 2021	Principal Teachers	PE Equipment	4000-4999: Books And Supplies	LCFF-Base	250
E. Purchase Certificates and organize PE Awards Ceremony	August 2020 to June 2021	Principal Teachers	Awards	4000-4999: Books And Supplies	LCFF-Base	200

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. In order to provide additional support for the instructional program, purchase, repair, upgrade, provide maintenance, and replace technology as needed (ex: printers, headphones, Chromebooks, iPads, etc). Refresh devices as needed. Purchase additional Chromebook Carts.Ipads.	August 2020 to June 2021	Principal	Technology Repairs & Replacement	4000-4999: Books And Supplies	Title I	37061

**Strategy:**

21. Use District Technology TOSA to support technology integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Invite Technology TOSA with Instructional Services to present Instructional Technology lessons and applications to teachers during PDD, and during regular-day classroom instructional time to coach and model.	August 2020 to June 2021	Principal TOSA Teachers	Technology No Cost PDD Wednesday's			0

**Strategy:**

22. Maintain a full day TK classroom to provide access to strong early childhood programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. TK program will implement District approved curriculum to strengthen students' academic and social/emotional needs.	August 2020 to June 2021	Principal Teachers	TK Classroom No Cost			0

**Strategy:**

23. Support all students, especially students with disabilities and students at risk, in the area of mathematics by monitoring formative and summative data and providing targeted intervention when needed.

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

A. Teachers will meet regularly to improve Math units, refine assessments and evaluate assessment data. Teachers will create common assessments and participate in Data Digs.	August 2020 to June 2021	Teachers Principal	No Cost PDD Wednesday's	0
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #3

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

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

<b>Strategy:</b>
1. Increase communication for parents and the broader community through the use of (Parent Square, website updates, posters, flyers, etc.).

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

A. Establish and maintain teacher websites.	August 2020 to June 2021	Principal Teachers Computer Lab Tech Office Staff	Teacher Websites District Funded No Cost	District Funded	0
B. Increase on-line communication for parents and community through the use of District and School Site websites.	August 2020 to June 2021	Principal Teachers Leadership Team Office Staff Computer Lab Tech	Websites District Funded No Cost	District Funded	0
C. Provide trainings to support families in accessing the AERIES parent portal (app/computer)..	August 2020 to June 2021	Principal Teachers Leadership Team Office Staff Computer Lab Tech PTA	No Cost		0
D. Use Parent Square for the Home - school partnership/communication.	August 2020 to June 2021	Principal Teachers Leadership Team Office Staff Computer Lab Tech PTA	No Cost District Funded	District Funded	0

**Strategy:**

2. Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, school, and district events, such as Estrella Awards, STEAM Expo, etc., 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. All parents will have at least weekly communication with teachers and/or schools (Ex. Parent Square, flyers, notes home, phone calls, etc.)	August 2020 to June 2021	Principal Teachers Leadership Team Office Staff	Weekly Communication District Funded No Cost		District Funded	0

B. All parents will have monthly communication with teachers and/or school (e.g. N.T.I. Parent Square, Monthly Calendar, Flyers, Notes, Letters Home, Newsletters and Phone Calls Home).	August 2020 to June 2021	Principal Teachers PTA SSC ELAC GATE	Communication No Cost	0
C. Present relevant information at PTA, SSC, and ELAC meetings.	August 2020 to June 2021	Principal Teachers	Communication No Cost	0
D. District will purchase Binder Reminders for 6th grade students.	August 2020 to June 2021	Principal District Office	District Funded No Cost	District Funded 0
E. Present information about academic assessments, SBAC Data, EL Data and the performance of all students/ subgroups and how the school site develops the instructional support plan at PTA, SSC, and ELAC meetings.	August 2020 to June 2021	Principal Teachers Leadership Team	No Cost	0

**Strategy:**

3. Continue to provide translation services to families as needed, including District Translators. (Ex. Sign Language Interpreters for IEPs after school, meetings, conferences, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Site will provide translators to communicate with parents, provide translations (IEP's, written communication, BTSN, conferences, etc).	August 2020 to June 2021	Principal Office Assistant Translators	Translation Services Spanish Sign Language	2000-2999: Classified Personnel Salaries	Title I	1000
B. Utilize District translator services.	August 2020 to June 2021	Principal Office Manager	No Cost District Funded		District Funded	0

**Strategy:**

4. Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, school, and district events, such as Estrella Awards, STEAM Expo, etc., 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. Send invitations to parents for events.	August 2020 to June 2021	Principal Office Staff Teachers	Communication No Cost			0
B. Include District events in weekly Parent Square messages, on school website and on PTA Social Media pages.	August 2020 to June 2021	Principal Office Staff PTA	Communication No Cost			0

**Strategy:**

5. SSCs, ELACs, and DELACs will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control Accountability Plan (LCAP), etc.).

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 2020 to June 2021	Principal Leadership Team Teachers	Communication No Cost			0
B. The site will convene a School Safety Committee, a School Site Council and an ELAC Committee.	August 2020 to June 2021	Principal Teachers	Extra Duty Hours for Teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	2000

**Strategy:**

6. Families will receive support and training on how to access the Aeries Parent Portal to view student attendance and state assessments. Computers for parent use will be made available at all school sites and the District Office.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Office staff will be available to provide information and support for AERIES Parent Portal, Parent Square and student passwords for District provided technology resources and apps.	August 2020 to June 2021	Principal Office Staff District Office	Technology Support No Cost			0

**Strategy:**

7. Invite William S. Hart Union School District feeder schools to collaborate with families in preparation for a successful junior and high school transition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Coordinate the 6th grade spring field trip to the feeder junior high school.	March 2021 to June 2021	Principals Teachers	6th Grade Field Trip No Cost Hart District Funded			0
B. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition.	March 2021 to June 2021	Principal Teachers	Middle School Collaboration PDD Wednesday's No Cost			0
C. 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.	March 2021 to June 2021	Principal Teachers	Teacher Collaboration	1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Conce ntration	600

**Strategy:**

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Invite parents to attend District meetings.	August 2020 to June 2021	Principal District Staff	Communication No Cost			0
B. Coordinate New Family Open House.	August 2020 to June 2021	Principal District Office	Communication No Cost			0

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Supporting the Whole Child</b>
<b>LEA GOAL:</b>
Effective teaching and administration
<b>LCAP GOAL:</b>
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
<b>SCHOOL GOAL #4:</b>
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
<b>Data Used to Form this Goal:</b>
Surveys, Counseling attendance sheets, Discipline reports
<b>Findings from the Analysis of this Data:</b>
Increase from 62% to 75% of student's shared high levels of connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 77% of parents reported that school's behavioral program positively impacted their child.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor discipline records, counseling attendance; conduct surveys

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

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

A. Give 5th grade students the CA Healthy Kids Survey (CHKS) and the Student LCAP Survey	February 2021 to May 2021	Principal Teachers	No Cost District Funded	ASES	0
B. Provide Health Supplies	August 2020 to June 2021	Principal Office Staff	Health Supplies	4000-4999: Books And Supplies	LCFF-Base 100

**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. In addition to the instructional program, hire subs for release time for Data Analysis, initial Tier I, 2, 3 data analysis of SBA data, STAR Reading data to identify students at risk in the areas of reading and math.	August 2020 to June 2021	Principal Teachers	Release Time Subs	1000-1999: Certificated Personnel Salaries	Title I	4600
B. To support the instructional program, hold regular Leadership Team Meetings.	August 2020 to June 2021	Principal Teachers	Release Time Subs	1000-1999: Certificated Personnel Salaries	Title I	2500
C. Provide substitutes for teacher release: SST, IEP's, and 504 meetings.	August 2020 to June 2021	Principal Teachers	SST's IEP's 504's	1000-1999: Certificated Personnel Salaries	Title I	1500
D. Provide teachers collaboration time to identify students at risk in the area of social emotional and academics.	August 2020 to June 2021	Principal Teachers	PD Wednesday's No Cost			0

**Strategy:**

3. Increase small group counseling by providing services for identified students, including English Learners, Low Income, and Foster Youth, to support their social/emotional and academic success in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide small group counseling for identified students to support their social success in school. Provide weekly Social Skills Group ensuring equitable access for all high priority students.	August 2020 to June 2021	Principal Psychologist	Counseling Psychologist No Cost			0
B. Provide educationally related intensive counseling services (ERICS) for identified students with special needs to address social, emotional and behavioral problems that will increase student attendance and achievement, including those students that are also English Learners, low-income, and Foster Youth.	August 2020 to June 2021	Principal Psychologist	Psychologist No Cost			0
C. Provide small group counseling for identified students to support their social and academic success in school.	August 2020 to June 2021	Principal Psychologist Counselor Teachers	Counseling Services District Funded		District Funded	0

**Strategy:**

4. Hire a Behavior Intervention Supervisor and maintain Behavioral Intervention Assistants at the district level to support students, especially Low Income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District Behavior Specialist.	August 2020 to June 2021	Principal Teachers School Psychologist	District Funded No Cost Psychologist		District Funded	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide the LCAP Parent Survey.	August 2020 to June 2021	Principal District Office	LCAP Survey No Cost		District Funded	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Support Accelerated Reader and provide incentive program (Pancake Breakfast/Awards) to increase student achievement in the area of reading, ensuring equitable access for all high priority students.	August 2020 to June 2021	Principal Teachers	Accelerated Reader Pancake Breakfast No Cost			0
B. Principal will address respectful behavior monthly at assemblies (ex: Kelso's Choices, Character Counts).	August 2020 to June 2021	Principal	Kelso's Choice School Assemblies No Cost			0
C. Site will recognize students at monthly award assemblies who demonstrate Character Counts Traits.	August 2020 to June 2021	Principal Teachers	Assemblies No Cost			0
D. 4th - 6th graders will participate in the Santa Clarita Valley DFY Program.	August 2020 to June 2021	Principal Teachers	DFY District Funded		District Funded	0

E. 6th grade students will participate in Tobacco Use Prevention Education (TUPE).	August 2020 to June 2021	Principal Teachers	TUPE District Funded	District Funded	0
H. Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while on-line.	August 2020 to June 2021	Principal Teachers	CIPA District Funded	District Funded	0

**Strategy:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District LVN at school site.	August 2020 to June 2021	Principal	LVN District Funded		District Funded	0

**Strategy:**

8. Maintain School Social Worker and support personnel to provide comprehensive services to parents and students (i.e. counseling, basic needs, etc.) addressing barriers that limit a student from receiving full benefit from their education experience, as well as provide additional professional development for the Social Worker to support students, especially Low Income, Foster Youth, and English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District Social Worker.	August 2020 to June 2021	Principal	Social Worker District Funded		District Funded	0

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>LCAP GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	41
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	726
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/Concentration	562
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	92
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	56
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	981
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	956



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	3,393
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	33,919 2,931
Provide Copy Machines	August 2018 to June 2019	Business Department		5000-5999: Services And Other Operating Expenditures	LCFF-Base	23,900

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	4,793
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	1,865
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	8000
Provide supplementary digital materials: Imagine Learning	August 2018 to June 2019	Educational Services Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	40000
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	12799
Provide Renaissance Place	August 2018 to June 2019	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	6,786
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Services	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17000



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base	20
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,833

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

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

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## 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	43389	0.00
LCFF- Supplemental/Concentration	40113	0.00
Title I	105243	0.00
PTA	6501	6,501.00
Misc. Grants	3364	3,364.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
ASES	0.00
District Funded	0.00
LCFF- Supplemental/Concentration	40,113.00
LCFF-Base	43,389.00
Title I	105,243.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	49,342.00
2000-2999: Classified Personnel Salaries	61,464.00
4000-4999: Books And Supplies	66,439.00
5000-5999: Services And Other Operating Expenditures	11,500.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	ASES	0.00
	District Funded	0.00
	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	600.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	37,439.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	2,074.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	2,875.00
2000-2999: Classified Personnel Salaries	LCFF-Base	11,710.00
4000-4999: Books And Supplies	LCFF-Base	17,304.00
5000-5999: Services And Other Operating	LCFF-Base	11,500.00
1000-1999: Certificated Personnel Salaries	Title I	45,867.00
2000-2999: Classified Personnel Salaries	Title I	12,315.00
4000-4999: Books And Supplies	Title I	47,061.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	58,432.00
<b>Goal 2</b>	117,563.00
<b>Goal 3</b>	3,600.00
<b>Goal 4</b>	8,700.00

## Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Questions for SPSA Annual Evaluation

#### Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

## Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

## Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

## Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

## 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
Julie Martinez, Principal	X				
Kelly Molina, Parent				X	
Erica Slovey, Parent				X	
Nicole Dolorfino, Classified			X		
Jenna Banko-Conder, Parent				X	
Lleny Bertran, Parent				X	
Jennifer Terrazas, Parent				X	
Elaine Coates, Teacher		X			
Jan LaJoice, Teacher		X			
Wendy Shaner, Teacher		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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 11/2/2020.

Attested:

Julie Martinez

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

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

\_\_\_\_\_  
Date

Kelly Molina

\_\_\_\_\_  
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 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 11/2/2020.

Attested:

Julie Martinez

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

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

11/2/2020  
Date

Kelly Molina

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

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

11/2/2020  
Date