

# The School Plan for Student Achievement

**School:** Sulphur Springs Community School  
**CDS Code:** 19-65045  
**District:** Sulphur Springs Union School District  
**Principal:** Mr. Eric Guerrero  
**Revision Date:** October 30, 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 December 9, 2020.**

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## School Vision and Mission

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

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

## School Profile

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

Sulphur Springs currently educates a student population of 540 students. We have 22 regular classrooms and two Special Day classes, and an expanding Autism program. Our support staff includes two Speech and Language Specialist, a Resource Teacher, School Psychologist, an Adaptive Physical Education Teacher, an Occupational Therapist, and School Counselor. We have a consultant contract with Cultivating Creative Minds for music, movement, and art instruction. We have a fully equipped, updated computer lab with 36 computers and a Computer Lab Specialist that works with our classes on a weekly basis. Our Science Lab is used by grades Kindergarten through Sixth on a weekly basis with a Science Lab Specialist that works with classes on experiments. Our Bilingual EL aide supports EL students and outreach to our Latinx/Hispanic families by communicating with them, supporting them, and providing translation when needed.

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

Our Transitional Kindergarten and Kindergarten classes have 26 students with a full-day schedule. Reading instruction in primary grades is enhanced by the implementation of programs including Jolly Phonics, Daily Five, Making Words, PathBlazer, reading in both Fiction and Non-Fiction text, a focus on reading comprehension, and a Response to Intervention model that focuses on closing the student achievement gap. Various intervention strategies, in all grades, support the learning of our students who have not yet met standard; we have incorporated Pathblazer and Reflex Math as interventions and enrichment. The use of technology is integrated throughout the curriculum and enhances school operations. A standard in each classroom is our state of the art technology including a Smart Board, teacher laptop, teacher iPad, sound system and document camera. This technology standard also includes a second Smart Board and a 3:1 ratio of iPads. We continually seek innovative means to expand and update our existing technology through district provided technology trainings and professional development Tuesday and Wednesday staff meetings. Every student TK-6 has supervised access to the Internet through trips to the computer lab, Chromebooks, and iPads. In 2020-2021, the district implemented GoGuardian as an additional safeguard to monitor student usage while on a device. Staff, students and the community participate in training aimed at increasing computer literacy and the ability to access meaningful information. Smart Boards are used in the computer lab, science lab and all classrooms. Students receive hands-on, enriched, standards-based lessons in all classrooms, computer lab and in the state-of-the-art Science Lab.

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

Parent support and involvement in all aspects of our school is a proud tradition of the Sulphur Springs Community. For the past 80 years, the P.T.A.'s Founder's Day Celebration has recognized the outstanding accomplishments of staff and community members. Other Sulphur Springs traditions include a holiday store, Fall Carnival, Visual and Performing Arts Exhibit, Volunteer Tea, Student Talent Show, and the Annual Mustang Roundup, a fundraising auction. Classroom volunteers are seen working in classrooms all over the campus and in the office workroom. Parents help to support teachers and the school with endless fundraising efforts and through the many school events that they host.

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

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

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 minimum required instructional minutes as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

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 the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

## 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**

As the number of students within subgroups grows, including our English Language Learners, teachers and staff will continue to plan and evaluate instructional practices to ensure our students who are English Language Learners receive access to language development integrated throughout core instruction as well as designated English Language Development instruction. Additionally, we will continue to address our students who are reading below grade level and monitor their progress through the SST program. We will also provide our parents better access and information to resources to best support their students and their academic growth.

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

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



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

# School and Student Performance Data

## SBA Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	96	80	88	95	80	88	95	80	88	99	100	100
Grade 4	99	96	82	97	96	81	97	96	81	98	100	98.8
Grade 5	77	98	97	77	97	97	77	97	97	100	99	100
Grade 6	94	79	95	94	79	94	94	79	94	100	100	98.9
All Grades	366	353	362	363	352	360	363	352	360	99.2	99.7	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2479.0	2465.0	2469.9	48.42	40.00	39.77	24.21	27.50	31.82	16.84	25.00	14.77	10.53	7.50	13.64
Grade 4	2484.9	2503.2	2494.0	26.80	41.67	38.27	29.90	19.79	22.22	20.62	21.88	19.75	22.68	16.67	19.75
Grade 5	2534.6	2535.5	2542.4	33.77	34.02	41.24	35.06	29.90	23.71	16.88	20.62	19.59	14.29	15.46	15.46
Grade 6	2567.7	2556.0	2564.0	28.72	25.32	25.53	40.43	36.71	42.55	22.34	22.78	22.34	8.51	15.19	9.57
All Grades	N/A	N/A	N/A	34.44	35.51	36.11	32.23	28.13	30.28	19.28	22.44	19.17	14.05	13.92	14.44

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	44.21	35.00	45.45	42.11	53.75	42.05	13.68	11.25	12.50
Grade 4	29.90	42.71	32.10	50.52	41.67	48.15	19.59	15.63	19.75
Grade 5	37.66	31.96	39.18	44.16	50.52	45.36	18.18	17.53	15.46
Grade 6	37.23	34.18	35.11	48.94	45.57	46.81	13.83	20.25	18.09
All Grades	37.19	36.08	38.06	46.56	47.73	45.56	16.25	16.19	16.39

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	44.21	33.75	35.23	44.21	56.25	47.73	11.58	10.00	17.05
Grade 4	27.84	33.33	27.16	47.42	50.00	56.79	24.74	16.67	16.05
Grade 5	38.96	38.14	45.36	49.35	39.18	40.21	11.69	22.68	14.43
Grade 6	30.85	32.91	20.21	52.13	43.04	61.70	17.02	24.05	18.09
All Grades	35.26	34.66	32.22	48.21	46.88	51.39	16.53	18.47	16.39

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	41.05	30.00	42.05	48.42	63.75	47.73	10.53	6.25	10.23
Grade 4	25.77	32.29	33.33	60.82	60.42	58.02	13.40	7.29	8.64
Grade 5	33.77	31.96	26.80	53.25	58.76	62.89	12.99	9.28	10.31
Grade 6	31.91	18.99	27.66	59.57	74.68	63.83	8.51	6.33	8.51
All Grades	33.06	28.69	32.22	55.65	63.92	58.33	11.29	7.39	9.44

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	50.53	43.75	38.64	41.05	48.75	42.05	8.42	7.50	19.32
Grade 4	22.68	34.38	34.57	62.89	55.21	45.68	14.43	10.42	19.75
Grade 5	32.47	38.14	40.21	58.44	46.39	41.24	9.09	15.46	18.56
Grade 6	41.49	37.97	47.87	50.00	45.57	45.74	8.51	16.46	6.38
All Grades	36.91	38.35	40.56	52.89	49.15	43.61	10.19	12.50	15.83

**Conclusions based on this data:**

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

## School and Student Performance Data

### SBA Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	95	80	88	95	80	88	95	80	88	100	100	100
Grade 4	99	95	82	97	95	81	97	95	81	98	100	98.8
Grade 5	77	97	97	77	97	97	77	97	97	100	100	100
Grade 6	94	79	95	94	79	94	94	79	94	100	100	98.9
All Grades	365	351	362	363	351	360	363	351	360	99.5	100	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2472.1	2459.2	2462.9	33.68	27.50	30.68	37.89	38.75	31.82	16.84	20.00	25.00	11.58	13.75	12.50
Grade 4	2485.3	2503.4	2498.3	20.62	28.42	24.69	30.93	34.74	39.51	31.96	24.21	22.22	16.49	12.63	13.58
Grade 5	2522.1	2532.9	2545.5	25.97	32.99	40.21	18.18	18.56	16.49	35.06	27.84	27.84	20.78	20.62	15.46
Grade 6	2568.7	2545.6	2569.6	31.91	27.85	31.91	19.15	20.25	21.28	38.30	30.38	34.04	10.64	21.52	12.77
All Grades	N/A	N/A	N/A	28.10	29.34	32.22	27.00	27.92	26.67	30.30	25.64	27.50	14.60	17.09	13.61

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	54.74	51.25	43.18	27.37	28.75	37.50	17.89	20.00	19.32
Grade 4	36.08	46.32	40.74	28.87	28.42	37.04	35.05	25.26	22.22
Grade 5	32.47	43.30	48.45	37.66	31.96	26.80	29.87	24.74	24.74
Grade 6	37.23	37.97	41.49	45.74	35.44	36.17	17.02	26.58	22.34
All Grades	40.50	44.73	43.61	34.71	31.05	34.17	24.79	24.22	22.22

<b>Problem Solving &amp; Modeling/Data Analysis</b> 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	45.26	33.75	38.64	42.11	50.00	43.18	12.63	16.25	18.18
Grade 4	23.71	34.74	27.16	52.58	48.42	53.09	23.71	16.84	19.75
Grade 5	22.08	24.74	30.93	51.95	53.61	49.48	25.97	21.65	19.59
Grade 6	30.85	27.85	26.60	46.81	39.24	52.13	22.34	32.91	21.28
All Grades	30.85	30.20	30.83	48.21	48.15	49.44	20.94	21.65	19.72

<b>Communicating Reasoning</b> 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	46.32	42.50	38.64	37.89	45.00	47.73	15.79	12.50	13.64
Grade 4	27.84	37.89	32.10	47.42	38.95	46.91	24.74	23.16	20.99
Grade 5	22.08	29.90	34.02	50.65	48.45	46.39	27.27	21.65	19.59
Grade 6	30.85	32.91	28.72	47.87	37.97	45.74	21.28	29.11	25.53
All Grades	32.23	35.61	33.33	45.73	42.74	46.67	22.04	21.65	20.00

**Conclusions based on this data:**

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

## School and Student Performance Data

### ELPAC Results

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	*	*	*	*	*	*	*	4
Grade 1	1559.0	*	1493.6	*	1623.9	*	11	7
Grade 2	1513.9	1560.4	1516.3	1533.4	1511.0	1587.1	11	14
Grade 3	1502.2	*	1492.3	*	1511.2	*	13	6
Grade 4	*	1548.6	*	1545.5	*	1551.5	*	11
Grade 5	1514.1	*	1519.3	*	1508.4	*	12	9
Grade 6	*	*	*	*	*	*	*	7
All Grades							71	58

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	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*		*	11	*
2	*	57.14	*	42.86	*	0.00	*	0.00	11	14
3	*	*	*	*	*	*	*	*	13	*
4	*	18.18	*	72.73	*	9.09		0.00	*	11
5	*	*	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	39.44	34.48	38.03	46.55	15.49	13.79	*	5.17	71	58

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	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*		*	11	*
2	*	78.57	*	21.43		0.00	*	0.00	11	14
3	*	*	*	*	*	*	*	*	13	*
4	*	54.55	*	36.36	*	9.09	*	0.00	*	11
5	*	*	*	*	*	*		*	12	*
6	*	*	*	*	*	*		*	*	*
All Grades	60.56	50.00	28.17	39.66	*	6.90	*	3.45	71	58

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	*	*		*	*	*		*	*	*
1	*	*	*	*		*		*	11	*
2	*	50.00	*	50.00		0.00	*	0.00	11	14
3		*	*	*	*	*	*	*	13	*
4	*	18.18	*	18.18	*	63.64	*	0.00	*	11
5		*	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	32.39	27.59	23.94	31.03	25.35	34.48	18.31	6.90	71	58

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	
1	*	*	*	*		*	11	*	
2	*	50.00	*	50.00	*	0.00	11	14	
3	*	*	84.62	*	*	*	13	*	
4	*	36.36	*	54.55		9.09	*	11	
5	*	*	*	*		*	12	*	
6	*	*	*	*	*	*	*	*	
All Grades	50.70	44.83	45.07	46.55	*	8.62	71	58	

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
1	*	*	*	*		*	11	*
2	*	64.29	*	35.71	*	0.00	11	14
3	*	*	*	*	*	*	13	*
4	*	72.73	*	27.27	*	0.00	*	11
5	*	*	*	*		*	12	*
All Grades	69.01	48.28	26.76	48.28	*	3.45	71	58

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
1	100.00	*		*		*	11	*
2	*	42.86		57.14	*	0.00	11	14
3		*	*	*	*	*	13	*
4	*	9.09	*	72.73	*	18.18	*	11
5	*	*	*	*	*	*	12	*
All Grades	35.21	27.59	36.62	60.34	28.17	12.07	71	58

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	*	*	*	*	*	*	*	*
1	*	*	*	*		*	11	*
2	*	50.00	*	50.00	*	0.00	11	14
3	*	*	*	*	*	*	13	*
4	*	27.27	*	72.73		0.00	*	11
5	*	*	*	*		*	12	*
6	*	*	*	*	*	*	*	*
All Grades	38.03	29.31	53.52	67.24	*	3.45	71	58

**Conclusions based on this data:**

- 1.



School and Student Performance Data

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.7	21.5	41.8
7			
9			

# 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
<b>629</b>	<b>33.2</b>	<b>10.8</b>	<b>0.8</b>

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	68	10.8
Foster Youth	5	0.8
Homeless	9	1.4
Socioeconomically Disadvantaged	209	33.2
Students with Disabilities	84	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	5.2
Asian	30	4.8
Filipino	35	5.6
Hispanic	249	39.6
Two or More Races	28	4.5
White	248	39.4

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

English Language Arts



Green

#### Academic Engagement

Chronic Absenteeism



Green

#### Conditions & Climate

Suspension Rate



Green

Mathematics

A semi-circular gauge with a rainbow gradient from red to blue. A needle points to the green section, which is the rightmost portion of the gauge.

Green

### Conclusions based on this data:

- 1.

# 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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	1

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>Green</p> <p>34.7 points above standard</p> <p>Maintained ++2.5 points</p> <p>361</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>23.7 points below standard</p> <p>Declined -4.7 points</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>9.2 points above standard</p> <p>13</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.7 points below standard</p> <p>Increased ++11.7 points</p> <p>134</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>44 points below standard</p> <p>Maintained -2.9 points</p> <p>51</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 2.3 points below standard Declined -3.1 points 16	 No Performance Color 0 Students	 No Performance Color 82.2 points above standard Increased Significantly ++23.8 points 18	 No Performance Color 62.8 points above standard Declined -14.4 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.5 points above standard Increased ++7.2 points 147	 No Performance Color 46.7 points above standard Declined -13.1 points 19	 No Performance Color 0 Students	 Blue 52.8 points above standard Maintained ++1.4 points 139

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
74.8 points below standard Declined Significantly -22.9 points 31	48.4 points above standard Increased ++8.9 points 22	43.7 points above standard Maintained ++1.6 points 300

**Conclusions based on this data:**

- 1.

# 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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	1

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> <p>Green</p> <p>18.9 points above standard</p> <p>Increased ++7.8 points</p> <p>360</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>32.1 points below standard</p> <p>Increased ++12.5 points</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>17.3 points below standard</p> <p>13</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>27.2 points below standard</p> <p>Increased ++11.7 points</p> <p>133</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>67.3 points below standard</p> <p>Increased ++7.7 points</p> <p>51</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff;">33.6 points below standard</span> Maintained ++1.3 points  16		 No Performance Color <span style="background-color: #e6f2ff;">72.7 points above standard</span> Increased Significantly ++26.6 points 18	 No Performance Color <span style="background-color: #e6f2ff;">33.9 points above standard</span> Declined Significantly -20.4 points  20
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff;">10.6 points below standard</span> Increased ++13.1 points  147	 No Performance Color <span style="background-color: #e6f2ff;">54.7 points above standard</span> Increased Significantly ++21.3 points 19		 Blue <span style="background-color: #e6f2ff;">43.6 points above standard</span> Increased ++3.8 points  138

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
<span style="background-color: #e6f2ff;">72.7 points below standard</span> Increased ++5 points  31	<span style="background-color: #e6f2ff;">25.2 points above standard</span> Increased ++12.6 points  22	<span style="background-color: #e6f2ff;">26.7 points above standard</span> Increased ++4.5 points  299

**Conclusions based on this data:**

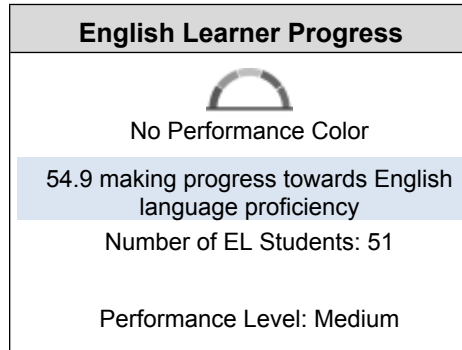
- 1.

# 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
19.6	25.4	19.6	35.2

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance College/Career

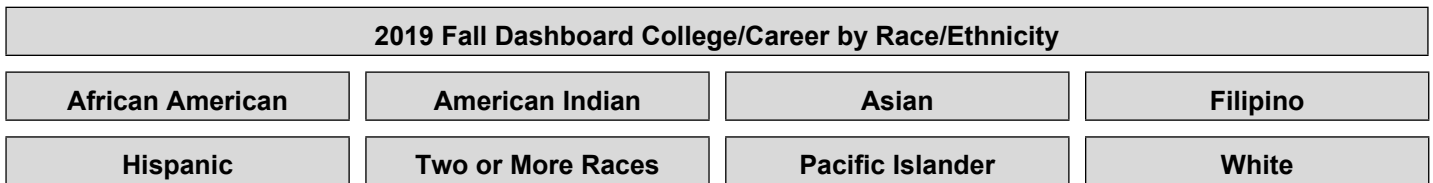
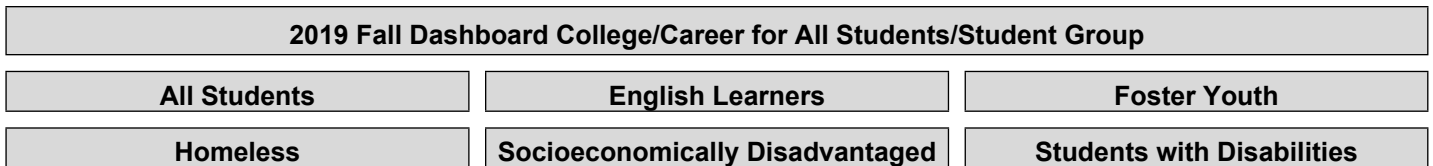
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

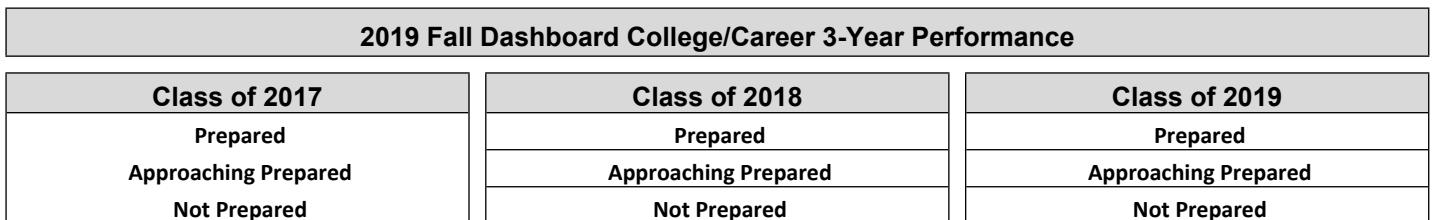
This section provides number of student groups in each color.



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.

# 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	4	1

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		
All Students	English Learners	Foster Youth
<p>Green</p> <p>6</p> <p>Declined -2.3</p> <p>646</p>	<p>Yellow</p> <p>5.8</p> <p>Maintained -0.4</p> <p>69</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>9.5</p> <p>Increased +5</p> <p>21</p>	<p>Yellow</p> <p>10.4</p> <p>Declined -2.5</p> <p>231</p>	<p>Orange</p> <p>15.5</p> <p>Increased +3.8</p> <p>97</p>

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

African American	American Indian	Asian	Filipino
 Orange 11.4 Increased +3.9 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3.3 Maintained +0.4 30	 Green 2.9 Declined -4.8 35
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 Declined -1 257	 Green 2.9 Declined -9.3 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 3.1 Declined Significantly -3.5 254

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

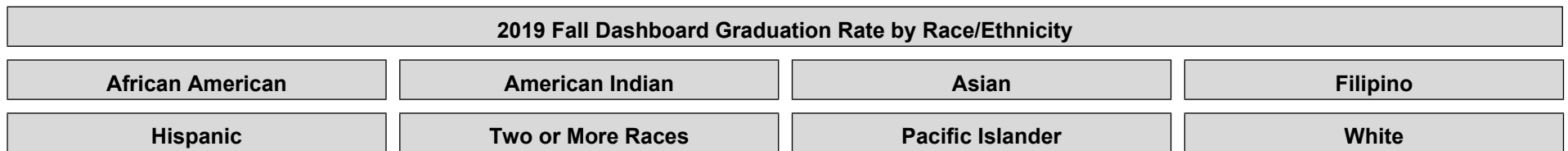
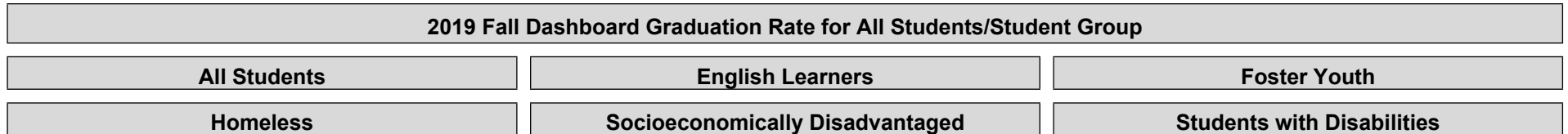
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

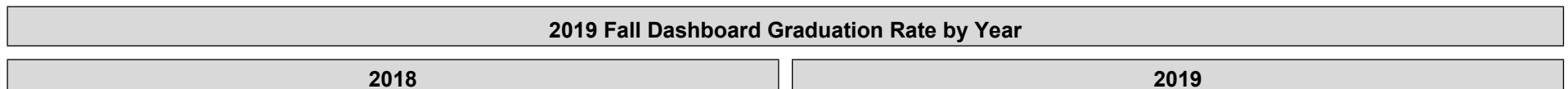
This section provides number of student groups in each color.



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.

# 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



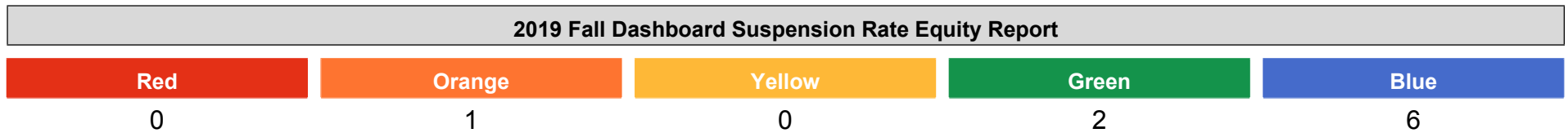
Green



Blue

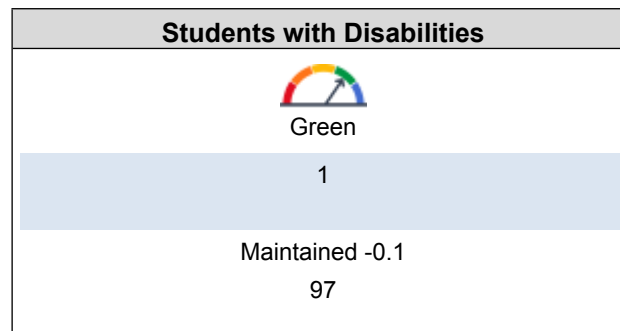
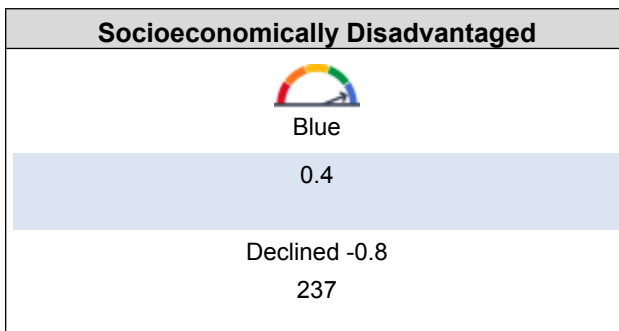
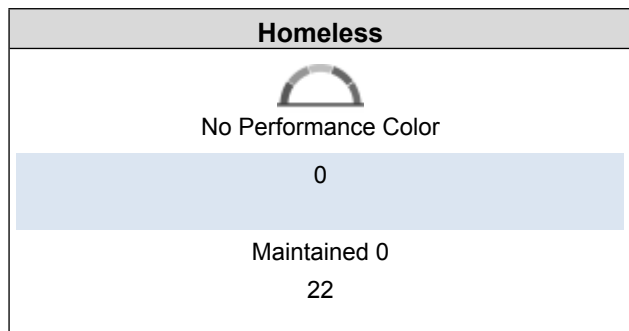
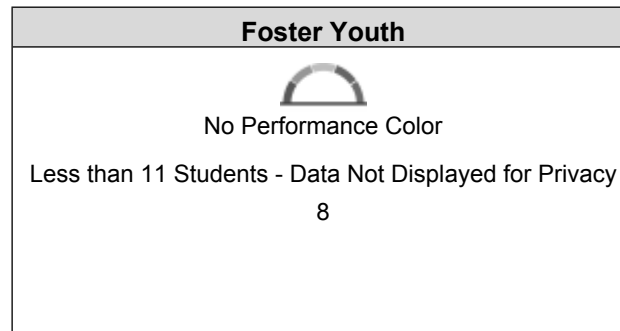
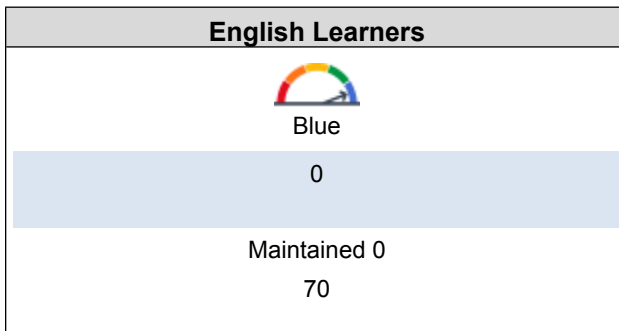
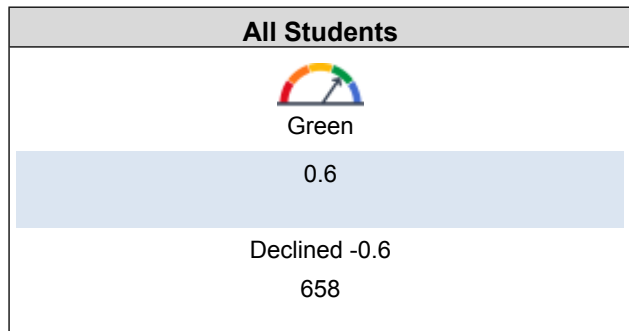
Highest Performance

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**

<p align="center"><b>African American</b></p>  <p align="center">Orange</p> <p align="center">2.7</p> <p align="center">Increased +0.3</p> <p align="center">37</p>	<p align="center"><b>American Indian</b></p>	<p align="center"><b>Asian</b></p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">31</p>	<p align="center"><b>Filipino</b></p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Declined -2.6</p> <p align="center">35</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Blue</p> <p align="center">0.4</p> <p align="center">Declined -0.7</p> <p align="center">261</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">36</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">Green</p> <p align="center">0.8</p> <p align="center">Declined -0.4</p> <p align="center">258</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	1.2	0.6

**Conclusions based on this data:**

- 1.



## 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, LCAP survey results, and Williams Compliance Quarterly Report
<b>Findings from the Analysis of this Data:</b>
Overall attendance rate: 95.79%; 35 students participated in counseling; monthly safety drills were conducted; 9% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys

1. Provide current CA State approved textbooks and materials in all core subjects.

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

a. Use district adopted materials	Aug 2020 - June 2021	District/Principal/Teacher	No Cost - District Funded	District Funded	0
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2. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase materials and supplies to support the instructional program.	July 2020 - June 2021	Principal	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	9405.00
b. Purchase office supplies.	July 2020 - June 2021	Principal	Material and Supplies	4000-4999: Books And Supplies	LCFF-Base	700.00

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase custodial supplies.	July 2020 - June 2021	Principal	Custodial Supplies	4000-4999: Books And Supplies	LCFF-Base	11,185.00

4. Maintain yard supervisors at all sites and provide yard supervisor safety training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide noon supervisor training.	August 2020 - June 2021	Principal/Assistant Principal	Training - Noon Supervisors	2000-2999: Classified Personnel Salaries	LCFF-Base	0
				3000-3999: Employee Benefits	LCFF-Base	0
b. Provide extra hourly pay to noon supervisors as needed.	August 2020 - June 2021	Principal/Assistant Principal	Extra Duty - Noon Supervisors. See Goal 1, Strategy 4, Action A.			

5. Conduct annual safety drills.

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

6. Provide annual mandatory training to site staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Use Tuesday professional development time to provide training.	August 2020 - June 2021	Principal	Staff Training - no cost			0
B. Mandated Reported, CIPS, First Aid & Safety, Sexual Harrassmennt.	August 2020 - November 2020	Principal	Staff Training			0

7. Proactively engage families and 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. The District and site will adopt October as perfect attendance month, and district-wide, recognize students with perfect attendance.	October 2020	Principal	No Cost			0
b. Purchase attendance and PBIS incentives (\$2.00 amount per student).	August 2020 - June 2021	Principal/Assistant Principal/Community Liaison.	Attendance Incentives - Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	1080.00
			Attendance Incentives - Materials and Supplies	4000-4999: Books And Supplies	PTA	1080.00

## Planned Improvements in Student Performance

### School Goal #2

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

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

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

**\*\*Due to Covid-19, there are no SBAC scores to update the findings from the year 2019-2020\*\***

Analysis of student scores from CAASPP ELA Assessment:

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

Analysis of student scores from the CAASPP Math Assessment:

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

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

Monitor CAASPP Results, STAR Reading Assessments, District Benchmarks, Formative assessments, Publisher Tests, ESGI, STAR Math and Reading, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, PathBlazer results and interventions.

**Strategy:**

1. Provide staff professional development, conferences, and workshops to support the educational program in all content areas, i.e. English Language Arts, English Language Development, Math, Science etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide professional development for research-based programs/practices.	August 2020 - June 2021	Principal/Teachers/ District Office	Professional Development - No Cost			0

2. Purchase California State supplementary and/or digital standards-based materials (i.e. Renaissance Products, PathBlazer, Imagine Learning, Reflex Math, Studies Weekly, BrainPop) to assist with intervention for students at risk and support enrichment programs, especially for Low Income, Foster Youth, and English Learners, and provide professional development for these curricular programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase Imagine Learning for EL students.	September 2020 - June 2021	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	District Funded	0
b. Purchase PathBlazer	August 2020 - June 2021	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	District Funded	0
c. Purchase Reflex Math	August 2020 - June 2021	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	PTA	0
d. Purchase BrainPop and BrainPop EL.	August 2020 - June 2021	Principal	Intervention/Enrichment	4000-4999: Books And Supplies	District Funded	0
c. Purchase Renaissance products; STAR Reading, STAR Math, STAR Espanol.	August 2020 - June 2021	District	District Funded	4000-4999: Books And Supplies	District Funded	0
d. Purchase StarFall for primary grade levels and intervention classes.	September 2020 - June 2021	District	District Funded	4000-4999: Books And Supplies	District Funded	0

3. Provide collaboration time for administrators and teachers to support students, especially English Learners, Foster Youth and Low Incomes, by monitoring students data, providing interventions, and enrichment activities during and outside of the school day in order to support mastery of grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Teachers will meet 5 times a year to analyze data and implement best practices/strategies.	August 2020 - June 2021	Principal/Teachers	subs for PLC time with teachers	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	9375.00 3127.88
b. Provide before/after school tutoring for target students needing intervention.	October 2020 - June 2021	Principal/Teacher	Before/After school intervention	1000-1999: Certificated Personnel Salaries	District Funded	0
c. Hold regular Instructional Leadership team meetings.	August 2020 - June 2021	Principal	Leadership Meetings	1000-1999: Certificated Personnel Salaries	LCFF-Base	0

d. Provide substitute for SST days	August 2020 - June 2021	Administration	SST Days - 9 months	1000-1999: Certificated Personnel Salaries	LCFF-Base	0
e. Provide substitutes to Kinder teachers for 1:1 assessments.	August 2020 - June 2021	Administration	Kinder Assessments - 3x/year	1000-1999: Certificated Personnel Salaries	LCFF-Base	1125.00
f. Provide teachers paid extra hours for various assignments related to supporting student academic achievement.	August 2020 - June 2021	Administration	Teacher assignments to support student achievement.	1000-1999: Certificated Personnel Salaries	LCFF-Base	3390.00
				3000-3999: Employee Benefits	LCFF-Base	744.11

4. Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards, and provide professional development for teachers to support this action.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide daily Designated ELD instruction to EL students to increase the percent of ELs making progress.	August 2020 - June 2021	Principal/Teacher	ELD - NO Cost.			0
b. Utilize Imagine Learning. See Goal 2, Strategy 2, Action A.	September 2020 - June 2021	Teacher	Intervention			0
c. Hire an EL instructional aide to monitor EL paperwork and assist in classrooms.	August 2020 - June 2021	Principal/Teacher/Aide	EL Support/Aide	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	5783.00
				3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	497.34
d. Monitor EL progress on the ELD Matrix.	August 2020 - June 2021	Principal/Teacher	Monitor EL students. No cost.			0
e. Provide tutoring to EL students.	October 2020 - June 2021	District/Administration/Teacher	Intervention	1000-1999: Certificated Personnel Salaries	District Funded	0
f. Utilize BrainPop EL for EL students	September 2020 - June 2021	District/Administration/Teacher	See Goal 2, Strategy 2, Action A.			0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Monitor student data to provide candidate lists for the Academies	August 2020 - June 2021	Principal/EL Aide/Teacher/GATE coordinator	Summer Support for all students. No cost.			0
b. Distribute, monitor, collect student invitations for Academies	May 2021 - June 2021	Principal/ELAide/EL Coordinator/GATE coordinator	Summer Support for all students. No cost.			0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Administer 7th grade placement test for current 6th graders.	May 2021	Principal/Teachers	Articulation for 6th graders into Hart. No cost.			0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Hire substitute to cover for Administrative Intern as needed.	August 2020 - June 2021	Principal	Lead Intern. No cost	1000-1999: Certificated Personnel Salaries		0
b. School has an assigned Assistant Principal to support the principal and school.	August 2020 - June 2021	District/Principal	Administrative Support	1000-1999: Certificated Personnel Salaries	District Funded	0

8. Continue Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards and provide them professional development.



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 and "open library" times for students to exchange books more often when needed.	August 2020 - June 2021	Principal/Library Technician	No cost			0
b. Provide students "open" library usage throughout the day.	August 2020 - June 2021	Principal/Library Tech	No cost			0
c. Library Tech will support teachers and students with disbursement of district adopted materials.	August 2020 - June 2021	Library Tech	No cost			0
d. Provide read aloud times to students via zoom.	November 2020 - June 2021	Library Tech	No cost			0

9. Utilize Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers to assist 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 the information on the opportunity to participate in Instructional Support Coaching Cycles.	August 2020 - June 2021	Principal/Teachers/TOSA	TOSA Support for teachers. District Funded.			0
b. Schedule TOSAs throughout the the year for professional development during and outside of the school day.	August 2020 - June 2021	Principal/Teachers/TOSA	TOSA Support for teachers. District Funded.			0

10. Implement and purchase materials to support the visual and performing arts (VAPA) plan which focuses on arts integration.

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

a. Contract with Cultivating Creative Minds for arts, music, and movement. *On hold until classes can resume.*	September 2020 - June 2021	Principal/PTA	CCM.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental/Concentration	0
				5800: Professional/Consulting Services And Operating Expenditures	PTA	0
b. Purchase resources for VAPA (Visual And Performing Arts) lessons identified.	August 2020 - June 2021	Teacher/PTA	Art supplies for CCM.	4000-4999: Books And Supplies	PTA	500.00
c. Art with the PTA via zoom for students during distance learning.	November 2020 - June 2021	Administration/PTA	No cost			0

11. 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 - June 2021	Teachers	PE minutes. No cost			0
b. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons.	August 2020 - June 2021	Teachers	PE minutes. No cost			0
c. Prepare Physical Fitness materials for 5th grade students. No Testing for the 2020-2021 school year.	March 2021- May 2021	District/Teacher	5th Grade Physical Testing. District Funded			0
d. PE with the PTA.	November 2020 - June 2021	Administration/PTA	No Cost			0

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

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

a. Purchase and provide maintenance of devices.	August 2020 - June 2021	Principal	Technology maintenance.	4000-4999: Books And Supplies	LCFF-Base	4968.00
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13. Provide Computer Lab Specialist and Science Lab Assistants as well as supplementary materials all sites to support unduplicated students' skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide a Computer and Science Lab schedule for all students.	August 2020 - June 2021	Principal/Computer and Science lab assistants	Computer and Science lab. No cost			0
b. District provide science lab materials	September 2020	District	No cost			0

14. Purchase devices and provide training to staff to support unduplicated students accessing supplementary materials using technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. District trainings for teachers utilizing district staff and trainers to support teachers and students.	August 2020 - June 2021	Principal/Teachers/Tech TOSA	No cost.			0

15. Maintain full day transitional kindergarten to provide access to strong early childhood programs that will strengthen students' social and academic skills, especially for unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Maintain a highly qualified TK teacher.	August 2020 - June 2021	Principal	District provided. No cost			0

16. 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. Utilize PathBlazer to monitor student progress.	August 2020 - June 2021	Principal/Teacher	See Goal 2, Strategy 2, Action B.	0
b. Teachers are provided collaboration time, monthly, to review assessment data and provided targeted intervention to support student progress.	August 2020 - June 2021	Principal/Teacher	See Goal 3, Strategy 1, Action A.	0
c. Before school intervention provided to students who are at risk.	October 2020 - June 2021	Principal/Teacher	See Goal 3, Strategy 1, Action B.	0
d. Utilize STAR Math and STAR Reading to monitor students progress.	August 2020 - June 2021	Teacher	Monitor student progress	4000-4999: Books And Supplies District Funded 0

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Family and Community Engagement and Involvement</b>
<b>LEA GOAL:</b>
Parents and community
<b>LCAP GOAL:</b>
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, 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; 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>Strategy:</b>
1. Increase communication (i.e. online, posters, flyers, website updates, postcards etc.) for parents and the broader community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Establish and maintain school and teacher websites.	August 2020 - June 2021	Principal/Teacher	No Cost			0
b. Send postcards to families and mailers for large school events.	August 2020 - June 2021	Principal.	Postage	5900: Communications	LCFF-Base	250.00
c. Utilization of Parent Square.	August 2020 - June 2021	Principal				
d. Administrative calendar with projected dates and deadlines for communication with office, teachers, SSC and ELAC.	January 2021 - June 2021	Principal				

**Strategy:**

2. Increase efforts to promote parental engagement through PTA, 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. Present relevant information through invites and reminders at PTA, Coffee with the Principal, SSC, GATE and ELAC meetings.	August 2020 - June 2021	Principal	No Cost			0
b. Use Parent Square, Online Newsletter to Increase on-line communication for parents and community through the use of District, school websites, and social media.	August 2020 - June 2021.	Principal	No Cost		District Funded	0
c. All parents will have at least weekly communication with the school and teacher through Parent Square, flyers, notes, home, phone calls, etc.	August 2020 - June 2021	Principal	No Cost		District Funded	0

d. Hire and maintain a Community Liaison to support the school's communication to all stakeholders.	August 2020 - June 2021	Principal	Community Liaison	2000-2999: Classified Personnel Salaries	LCFF-Base	3778.00
				3000-3999: Employee Benefits	LCFF-Base	1162.53
e. Utilize the office to support the school during community events and communication outreach.	August 2020 - June 2021	Principal	Community outreach and support	2000-2999: Classified Personnel Salaries	LCFF-Base	1100.00
				3000-3999: Employee Benefits	LCFF-Base	338.48
f. Hire and maintain a bilingual Community Liaison to support the school's communication to all stakeholders.	November 2020 - June 2021	Principal	Community Liaison	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	13,404.66
g. Work in collaboration with PTA to increase parental involvement.	January 2021 - June 2021	Administrator/PTA				
h. Parent survey 3 times a year: 2 from the school at the end of the trimester and the last one from the district at the close of the school year.	January 2021 - June 2021	Principal/District				

**Strategy:**

3. Continue to provide translation services to families as needed, including maintaining District Translators.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Maintain a part-time Bilingual Instructional Aide and continue to provide translation services to families as needed (e.g. sign language interpretation and Spanish translation for community events, meetings, SSTs, and IEPs).	August 2020 - June 2021	Principal/Bilingual Aide	See Goal 2, Strategy 9, Action A			0
b. Utilize district translators.	August 2020 - June 2021	Administrator/Teachers/Translator	Site Administrator/Office Manager. No cost			0

c. Utilize services to provide translation at school events, conferences, meetings, etc.	August 2020 - June 2021	Administrator/Teachers	Translation Services.	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	1000.00
				3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	86.00
d. Utilize bilingual community liaison.	November 2020 - June 2021	Administrator/Teachers	See Goal 3; Strategy 2, Action f			0

**Strategy:**

4. 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 the school site.

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, Sign Up Genius and student passwords for District provided technology resources and apps.	August 2020 - June 2021	Site Administrator/Office Staff/District Office	No Cost			0

**Strategy:**

5. Invite William S. Hart Union High 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 with the WSHUHSD feeder schools to collaborate with families at Open House and student field trips in preparation for successful junior high school transition .	May 2021	District Office/Principal/6th Grade Teachers	No cost			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.	May 2021 - June 2021	Site Administrator Hart Administrators and teachers.	No Cost	0
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**Strategy:**

6. 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. Organize an incoming TK and Kindergarten parent meeting/orientation in the fall and a new family orientation in the Winter.	August 2020/January 2021	Principal/District	No Cost			0
b. New family Orientation prior to the start of school year.	Beginning of each School year	Administration/PTA /Teachers				

**Strategy:**

7. SSCs, ELACs, Safety Committee, and DELACs will provide input to Administration in the school's 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. Hold SSC monthly meetings with teacher and parent participation.	August 2020 - June 2021	Principal	Meetings for SSC			0
b. Hold ELAC meetings at least 4 times throughout the school year with teacher and parent participation	August 2020 - June 2021	Administration	Meetings for ELAC			0
c. Inform stakeholders of school and district meetings as it relates to the LCAP.	August 2020 - June 2021	Principal	Communication for LCAP participation			0

d. Hold Safety Meetings regularly throughout the school year with parent, teacher, and community participation.	September 2020 - May 2021	Administration	Meetings for Safety	0
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## 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>
Safe and Healthy Learning Environment
<b>LCAP GOAL:</b>
All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
<b>SCHOOL GOAL #4:</b>
All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
<b>Data Used to Form this Goal:</b>
AERIES Reports: Attendance, Suspension, Discipline, CA Healthy Kids Survey (CHKS) and the Student LCAP Survey, physical education activities, State PE Scores
<b>Findings from the Analysis of this Data:</b>
<p>** No Data from 2019-2020 on Fitness Test or Healthy Kids Survey Due to Covid**</p> <p>An increase from 62% to 75% of students 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</p> <p>PFT: Flexibility and Aerobic capacity have the greatest number of students who did not meet the Healthy Fitness Zone (HFZ).</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Monitor discipline records, counseling attendance; conduct surveys</p> <p>AERIES Reports: Attendance, Suspension, Discipline</p> <p>Positive Behavior Intervention Supports (PBIS): Behavior Improvement Forms, Teacher and Office referral forms</p> <p>CA Healthy Kids Survey (CHKS) and the Student LCAP Survey</p> <p>Lesson Plans, physical education activities</p> <p>State PE Scores</p>

**Strategy:**

1. Increase students reporting positive relationships and safety.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Utilize PBIS framework to foster positive relationships and provide Expectations Assembly 3 times a year.	August 2020 - June 2021	Principal/Assistant Principal	No Cost			0
b. Administer the California Healthy Kids Survey (CHKS) to 5th-grade students, and all students K-6 will complete the Student LCAP Survey. *No test for the 2020-2021 School Year*	March 2020-June 2021	Principal TK-6 Teachers Counselor Psychologist Nurse	No Cost			0
c. Hold monthly Award Assemblies to recognize students social, emotional , and academic (math, ELA, ELD, Social Studies, Science) success.	November 2020 - June 2021	Site Administrators/ Community Liaison	See Goal 1, Strategy 7, Action b.			0
d. Provide health office supplies.	August 2019-June 2020	Site Administrators/Office staff	Nursing supplies	4000-4999: Books And Supplies	LCFF-Base	200.00

**Strategy:**

2. 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 counseling services to identified students as needed.	August 2020 - June 2021	Principal/ Counselor/ Teacher	Counseling Services	5000-5999: Services And Other Operating Expenditures	District Funded	0

**Strategy:**

3. Utilize Behavioral Intervention Supervisor and Behavioral Intervention Assistants at the District level to support students, especially Low Income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Utilize District Behavior Specialist	August 2020-June 2021	Principal School Psychologist Teachers Behavior Specialist	District funded; no cost			0

**Strategy:**

4. 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 LCAP Parent Survey	May 2020-June 2021	Principal/District Office	District funded; no cost			0
b. School survey 3x/year: August 2020, January 2020, May 2020.	August 2020, May 2020	Administration	No Cost			0

**Strategy:**

5. Support schools with positive academic and behavior programs (i.e. PBIS, 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 Incentive program to increase student achievement in the area of reading, ensuring equitable access for all high priority students.	August 2020-June 2021	Administrator/Teachers	District funded; no cost.			0

b. Administrator will address PBIS components at school assemblies and morning messages monthly.	August 2020-June 2021	Administrator/Teachers	No cost	0
c. Teachers will enforce PBIS in their classrooms throughout the year utilizing token economy, expectation charts/matrix posted in classroom, and selecting a feature expectation of the week/month to focus on.	August 2020-June 2021	Principal/Teachers	See Goal 1; Strategy 7; Action b.	0
d. Site will recognize students at monthly award assemblies and student store that demonstrate PBIS characteristics.	November 2020 - June 2021	Site Administrators/Teachers/Classified staff	No Cost	0
e. 4th - 6th graders will participate in the Santa Clarita Valley DFY Program and Good Choices Assembly.	November 2020	Principal/Teachers	DFY. No cost; district funded.	0
f. 6th grade will participate in the Botvin Life Skills training through TUPE Grant.	September 2020 - June 2021	Principal/teachers	No cost	0

**Strategy:**

6. Continue to support unduplicated count by having LVNs 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. A. Utilize District LVN at school site.	August 2019-June 2020	Principal	LVN. No cost; district funded.			0

**Strategy:**

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

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

a. Utilize District Social Worker.	August 2019-June 2020	Principal	Social worker. No cost; district funded.	0
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## 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 3000-3999: Employee Benefits	LCFF-Base	52
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	916
Provide Document Tracker	August 2018 to June 2019	Educational Services	SPSA, School Safety Plans, LEA Plan Templates	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	710
Provide ETS (CA Tech. Assist.)	August 2018 to June 2019	Educational Services	PreID Labels & Parent/Guardian addresses on test results	4000-4999: Books And Supplies	LCFF-Base	116
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	71
Provide SHI	August 2018 to June 2019	Educational Services	Updating Microsoft Office	5000-5999: Services And Other Operating Expenditures	LCFF-Base	992
Provide Smart Notebook	August 2018 to June 2019	Educational Services	Digital Tool	4000-4999: Books And Supplies	LCFF-Base	1,238



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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<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	6,050
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,354
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/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	25,350
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	8,566
Provide Instructional Coach TOSA	August 2018 to June 2019	Educational Services	Two Instructional Coaches (TOSAs)	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	17,000



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

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

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

## 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	51,929.00	0.00
LCFF- Supplemental/Concentration	20,771.00	0.00
Misc. Grants	5,930.00	5,930.00
PTA	31,223.00	29,643.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	20,771.00
LCFF-Base	51,929.00
PTA	1,580.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	13,890.00
2000-2999: Classified Personnel Salaries	25,065.66
3000-3999: Employee Benefits	5,956.34
4000-4999: Books And Supplies	29,118.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating	0.00
5900: Communications	250.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		0.00
	District Funded	0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	20,187.66
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	583.34
5800: Professional/Consulting Services	LCFF- Supplemental/Concentration	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	13,890.00
2000-2999: Classified Personnel Salaries	LCFF-Base	4,878.00
3000-3999: Employee Benefits	LCFF-Base	5,373.00
4000-4999: Books And Supplies	LCFF-Base	27,538.00
5900: Communications	LCFF-Base	250.00
4000-4999: Books And Supplies	PTA	1,580.00
5800: Professional/Consulting Services	PTA	0.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	23,450.00
<b>Goal 2</b>	29,510.33
<b>Goal 3</b>	21,119.67
<b>Goal 4</b>	200.00

## 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
Eric Guerrero, Principal	X				
Katie Calnan, Teacher		X			
Barbara Craig, Teacher		X			
Kristie Hilton, Teacher		X			
Ron Hutchison, Classified Staff			X		
Courtney Newsom, Parent				X	
Vinnay Stovall, Parent				X	
Courtney Newson, Parent				X	
Robin Baerg, Parent				X	
Jessica Coleman, Parent				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 11/20/2020.

Attested:

Mr. Eric Guerrero

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

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

\_\_\_\_\_  
Date

Mrs. Jessica Coleman

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

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

\_\_\_\_\_  
Date

## Recommendations and Assurances

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\_\_\_\_\_  
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 11/20/2020.

Attested:

\_\_\_\_\_  
Mr. Eric Guerrero

Typed Name of School Principal

\_\_\_\_\_  


Signature of School Principal

\_\_\_\_\_  
12/2/2020

Date

\_\_\_\_\_  
Mrs. Jessica Coleman

Typed Name of SSC Chairperson

\_\_\_\_\_  


Signature of SSC Chairperson

\_\_\_\_\_  
12/2/20

Date