

The School Plan for Student Achievement

School: Valley View Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Ardrella Hamilton
Revision Date: October 26, 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:

Contact Person: Mrs. Ardrella Hamilton
Position: Principal
Phone Number: 661-251-2000
Address: 19414 Sierra Estates Drive
Newhall, CA 91321
E-mail Address: ahamilton@sssd.k12.ca.us

The District Governing Board approved this revision of the SPSA on December 9, 2020.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
SBA Results (All Students)	9
ELPAC Results	13
California Physical Fitness Test Results	17
Planned Improvements in Student Performance	33
School Goal #1	33
School Goal #2	39
School Goal #3	52
School Goal #4	59
School Goal #5	65
Centralized Services for Planned Improvements in Student Performance	66
Centralized Service Goal #1	66
Centralized Service Goal #2	68
Centralized Service Goal #3	69
Centralized Service Goal #4	70
Centralized Service Goal #5	71
Summary of Expenditures in this Plan	72
Total Allocations and Expenditures by Funding Source	72
Total Expenditures by Object Type	73
Total Expenditures by Object Type and Funding Source	74
Total Expenditures by Goal	75
Annual Evaluation	76
School Site Council Membership	79
Recommendations and Assurances	80

School Vision and Mission

Valley View Community School's Vision and Mission Statements

SULPHUR SPRINGS UNION SCHOOL DISTRICT VISION:

Empowering all students through relevant and personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be creative innovators.

VALLEY VIEW COMMUNITY SCHOOL VISION:

Empowering ALL students to reach their highest level of achievement in a 21st Century learning environment while preparing students to be critical thinkers and ethical citizens.

VALLEY VIEW COMMUNITY SCHOOL MISSION

At Valley View we believe each student is a valued individual with a variety of talents. It is our mission to foster and support these talents by providing a safe and optimal learning environment, while promoting and enhancing effective collaboration with students, as well as fostering respect between home and school.

School Profile

Valley View Community School is located in the Santa Clarita Valley, approximately 35 miles northeast of Los Angeles. The campus sits on a hillside overlooking the surrounding single-family homes and is the center of community in our neighborhood. In April of 2017, Valley View Community School completed an approximately \$17.2 million school wide facilities improvement project. There was new construction of a ~ 33,000 square foot, two story building to house our Special Education student classrooms and facilities on the ground floor, a new Library at the center, and General Education student classrooms for 3rd, 4th, 5th, & 6th grade student classrooms on the second story level. Also a 3,000 square feet expansion of our Main Building to provide a Staff Lounge and restroom facilities. The project was completed during the summer of 2016 and our new building was dedicated to "TOMMYE D. WARNER" on September 9, 2016.

Valley View is a Transitional Kindergarten through 6th grade school-wide Title I school. We are currently educating approximately 629 students in twenty-two (22) general education classes, and 6 Moderate/Severe Special Day classes (including Pre-school). The Regional Severely Handicapped Special Education classes are geared towards students with orthopedic impairments, multiple disabilities and other health impairments. Our regional program serves students from all four elementary school districts (Castaic, Newhall, Saugus & Sulphur Springs) in the Santa Clarita Valley. The majority of these students are medically fragile. Our special needs students integrate and mainstream with our regular education students on a daily basis. This "all inclusive school culture" is a point of pride for our school community and district. We also have on campus the California Children's Services (CCS), this is a Medical Therapy Unit that provides physical therapy and occupational therapy services to children who reside throughout the Santa Clarita Valley from birth to age 21. Valley View support staff includes two Speech and Language Pathologists, a Resource Specialist Teacher, two School Psychologists: one focused on Sp. Ed. students identified from general education population, a second School Psychologist (focused on Sp.Ed. SH students' needs, Adaptive P .E. Teachers, and Occupational Therapists.

Valley View is an ethnically diverse school serving approximately 66% Hispanic students, 14% White students, 8% African American students, 4% Asian, 4% Filipino, 2% two or more races and 2% students from other ethnic backgrounds (non specified). Our school is linguistically diverse with approximately 42% of students identified as English Language Learners. Although, Spanish is the dominant nonEnglish home language, there are 13 different home languages represented. Currently 58 percent of students participate in the Free/Reduced Lunch Program.

Valley View has a culture of care, respect and inspiring our students to reach their fullest potential, this is done collaboratively with our families and our community. Valley View's staff works hard to maintain a positive and supportive school climate. We recognize the importance of developing meaningful relationships with our students, parents and community and acknowledge the positive impact these relationships have on student achievement. The staff will continue to collaborate as a team to deliver great instruction via instructional strategies which foster the development of 21st Century Skills and advance common core state standards. We will continue to develop positive attitudes toward school and learning for students and staff alike.

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

- * One population of students which continues to grow at Valley View are our English Learners. Our staff is continually working to ensure that the EL students receive access to core instruction, and that their parents are able to access resources to support their children.
- * Although support for numerous opportunities for positive socio-emotional achievement is provided through the LCAP, Valley View School continues to need to further develop and grow our community relationships and partnerships to ensure that students have an opportunity to access necessary resources in our community.
- * Due to our high percentage of working parents, Valley View School needs to continue to address and work with families to develop creative strategies to improve parent attendance and participation in "parent leadership" groups and school events.
- * Valley View Instructional Leadership team with input from staff must continue to develop intentional practices to support students based on their performance data. We need to develop a plan to utilize our Teacher on Special Assignment (TOSA) to provide intervention for students not mastering the California Common Core State Standards.

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	71	77	79	69	76	78	69	76	78	97.2	98.7	98.7
Grade 4	80	69	69	78	68	69	78	68	69	97.5	98.6	100
Grade 5	64	83	67	64	83	67	64	83	67	100	100	100
Grade 6	71	73	82	71	73	82	71	73	82	100	100	100
All Grades	286	302	297	282	300	296	282	300	296	98.6	99.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2481.7	2499.5	2473.5	52.17	53.95	42.31	26.09	26.32	25.64	10.14	13.16	17.95	11.59	6.58	14.10
Grade 4	2486.2	2489.4	2498.7	26.92	33.82	33.33	30.77	29.41	28.99	24.36	13.24	23.19	17.95	23.53	14.49
Grade 5	2509.4	2507.4	2515.6	17.19	18.07	23.88	40.63	32.53	38.81	25.00	27.71	11.94	17.19	21.69	25.37
Grade 6	2545.4	2566.6	2531.0	21.13	27.40	18.29	42.25	43.84	30.49	22.54	16.44	31.71	14.08	12.33	19.51
All Grades	N/A	N/A	N/A	29.43	33.00	29.39	34.75	33.00	30.74	20.57	18.00	21.62	15.25	16.00	18.24

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	34.78	40.79	37.18	49.28	48.68	44.87	15.94	10.53	17.95
Grade 4	32.05	26.47	33.33	42.31	52.94	52.17	25.64	20.59	14.49
Grade 5	25.00	28.92	23.88	53.13	43.37	50.75	21.88	27.71	25.37
Grade 6	21.13	42.47	19.51	54.93	34.25	46.34	23.94	23.29	34.15
All Grades	28.37	34.67	28.38	49.65	44.67	48.31	21.99	20.67	23.31

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	52.94	52.63	46.15	35.29	40.79	41.03	11.76	6.58	12.82
Grade 4	29.49	33.82	24.64	56.41	39.71	62.32	14.10	26.47	13.04
Grade 5	36.51	33.73	34.33	49.21	44.58	47.76	14.29	21.69	17.91
Grade 6	23.94	28.77	18.29	64.79	56.16	65.85	11.27	15.07	15.85
All Grades	35.36	37.33	30.74	51.79	45.33	54.39	12.86	17.33	14.86

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	23.19	40.79	29.49	66.67	51.32	62.82	10.14	7.89	7.69
Grade 4	20.51	26.47	20.29	69.23	60.29	69.57	10.26	13.24	10.14
Grade 5	15.63	18.07	22.39	65.63	62.65	58.21	18.75	19.28	19.40
Grade 6	16.90	21.92	9.76	69.01	67.12	74.39	14.08	10.96	15.85
All Grades	19.15	26.67	20.27	67.73	60.33	66.55	13.12	13.00	13.18

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	63.77	73.68	48.72	24.64	23.68	37.18	11.59	2.63	14.10
Grade 4	35.90	35.29	28.99	47.44	51.47	57.97	16.67	13.24	13.04
Grade 5	29.69	27.71	31.34	53.13	54.22	47.76	17.19	18.07	20.90
Grade 6	39.44	46.58	26.83	42.25	47.95	51.22	18.31	5.48	21.95
All Grades	42.20	45.67	34.12	41.84	44.33	48.31	15.96	10.00	17.57

Conclusions based on this data:

1. Valley View saw a decrease in percentage of students scoring "Above Standard" in 3rd, 4th and 6th grade in the area of Research/Inquiry investigating, analyzing, and presenting information
2. The Overall achievement of 5th grades students scoring at the "Standard Exceeded" increased by 5.81% and "Standard Met" by 6.28%.
3. For the Reading claim Valley View 4th grade students' decreased the percentage of students scoring at the "Below Standard by 6.1%.

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	71	77	79	68	74	79	68	74	79	95.8	96.1	100
Grade 4	80	69	69	80	69	69	80	69	69	100	100	100
Grade 5	64	83	67	64	83	67	64	83	67	100	100	100
Grade 6	71	73	82	71	73	82	71	73	82	100	100	100
All Grades	286	302	297	283	299	297	283	299	297	99	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2511.7	2505.5	2474.2	54.41	56.76	40.51	33.82	25.68	27.85	8.82	9.46	20.25	2.94	8.11	11.39
Grade 4	2485.4	2495.1	2504.1	21.25	23.19	27.54	27.50	28.99	34.78	38.75	33.33	24.64	12.50	14.49	13.04
Grade 5	2506.8	2499.2	2519.1	26.56	20.48	20.90	17.19	16.87	23.88	20.31	32.53	31.34	35.94	30.12	23.88
Grade 6	2548.5	2555.9	2516.0	19.72	27.40	14.63	30.99	27.40	20.73	29.58	27.40	26.83	19.72	17.81	37.80
All Grades	N/A	N/A	N/A	30.04	31.77	25.93	27.56	24.41	26.60	25.09	25.75	25.59	17.31	18.06	21.89

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	69.12	68.92	53.16	25.00	21.62	31.65	5.88	9.46	15.19
Grade 4	36.25	42.03	44.93	35.00	31.88	37.68	28.75	26.09	17.39
Grade 5	26.56	24.10	26.87	31.25	24.10	41.79	42.19	51.81	31.34
Grade 6	33.80	34.25	21.95	40.85	42.47	32.93	25.35	23.29	45.12
All Grades	41.34	41.81	36.70	33.22	29.77	35.69	25.44	28.43	27.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.35	55.41	37.97	39.71	32.43	45.57	2.94	12.16	16.46
Grade 4	20.00	26.09	27.54	56.25	47.83	50.72	23.75	26.09	21.74
Grade 5	23.44	25.30	19.40	45.31	46.99	52.24	31.25	27.71	28.36
Grade 6	16.90	27.40	15.85	54.93	43.84	43.90	28.17	28.77	40.24
All Grades	28.98	33.44	25.25	49.47	42.81	47.81	21.55	23.75	26.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73.53	67.57	44.30	23.53	24.32	46.84	2.94	8.11	8.86
Grade 4	23.75	33.33	33.33	51.25	44.93	52.17	25.00	21.74	14.49
Grade 5	17.19	18.07	22.39	57.81	51.81	53.73	25.00	30.12	23.88
Grade 6	26.76	28.77	19.51	40.85	46.58	42.68	32.39	24.66	37.80
All Grades	34.98	36.45	29.97	43.46	42.14	48.48	21.55	21.40	21.55

Conclusions based on this data:

1. Valley View's 5th grade students had a decrease in the percentage of students scoring in the "Below Standard by 20.47% (51.81% to 31.34%) in the "Claim" Concepts & Procedures Applying mathematical concepts and procedures.
2. Valley View's 5th grade students had an increase in the percentage of students scoring in the "At or Near Standard" of 17.69% (24.10% to 41.79%) in the "Claim" Concepts & Procedures Applying mathematical concepts and procedures.
3. 52.53% of Valley View students Overall scored in Standard Exceeded or Standard Met Achievement Levels.

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	1451.0	1451.8	1461.5	1462.8	1426.4	1425.8	42	36
Grade 1	1500.4	1481.6	1509.7	1485.7	1490.5	1477.1	28	34
Grade 2	1499.0	1538.0	1489.4	1527.5	1508.2	1547.7	26	30
Grade 3	1508.7	1496.3	1491.3	1483.7	1525.6	1508.3	25	19
Grade 4	*	1538.5	*	1535.5	*	1541.2	*	17
Grade 5	1519.0	*	1521.5	*	1516.1	*	13	10
Grade 6	*	1536.4	*	1542.4	*	1530.1	*	12
All Grades							154	158

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	61.90	19.44	*	61.11	*	16.67	*	2.78	42	36
1	85.71	32.35	*	55.88	*	5.88		5.88	28	34
2	53.85	53.33	*	33.33	*	13.33		0.00	26	30
3	*	15.79	44.00	42.11	*	36.84	*	5.26	25	19
4		35.29	*	41.18	*	23.53	*	0.00	*	17
5	*	*	*	*	*	*	*	*	13	*
6	*	16.67	*	66.67		16.67	*	0.00	*	12
All Grades	51.30	29.11	29.87	50.00	15.58	17.72	*	3.16	154	158

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	69.05	33.33	*	52.78	*	11.11	*	2.78	42	36
1	85.71	38.24	*	52.94	*	2.94		5.88	28	34
2	42.31	63.33	50.00	26.67	*	10.00		0.00	26	30
3	*	26.32	*	47.37	*	21.05		5.26	25	19
4	*	52.94	*	35.29	*	11.76	*	0.00	*	17
5	*	*	*	*	*	*		*	13	*
6	*	66.67	*	33.33		0.00	*	0.00	*	12
All Grades	57.14	43.67	29.87	44.30	11.04	8.86	*	3.16	154	158

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	45.24	13.89	*	41.67	33.33	41.67	*	2.78	42	36
1	64.29	23.53	*	58.82	*	8.82		8.82	28	34
2	42.31	30.00	*	53.33	*	13.33	*	3.33	26	30
3	*	10.53	*	31.58	*	52.63	*	5.26	25	19
4		23.53	*	41.18	*	35.29	*	0.00	*	17
5	*	*	*	*	*	*	*	*	13	*
6	*	8.33	*	16.67	*	58.33	*	16.67	*	12
All Grades	39.61	18.35	27.27	43.04	27.92	32.28	*	6.33	154	158

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	73.81	33.33	*	66.67	*	0.00	42	36	
1	92.86	85.29	*	8.82		5.88	28	34	
2	61.54	63.33	*	36.67		0.00	26	30	
3	*	5.26	68.00	89.47	*	5.26	25	19	
4	*	41.18	*	58.82	*	0.00	*	17	
5	*	*	*	*		*	13	*	
6	*	0.00	*	91.67	*	8.33	*	12	
All Grades	61.04	44.30	35.06	52.53	*	3.16	154	158	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	44.44	30.95	47.22	*	8.33	42	36
1	64.29	20.59	*	73.53		5.88	28	34
2	53.85	53.33	42.31	46.67	*	0.00	26	30
3	52.00	63.16	*	31.58	*	5.26	25	19
4	*	47.06	*	47.06	*	5.88	*	17
5	*	*	*	*	*	*	13	*
6	*	91.67	*	8.33	*	0.00	*	12
All Grades	58.44	46.84	36.36	48.10	*	5.06	154	158

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.95	2.78	64.29	97.22	*	0.00	42	36
1	85.71	61.76	*	29.41	*	8.82	28	34
2	57.69	30.00	*	66.67	*	3.33	26	30
3	*	5.26	64.00	57.89	*	36.84	25	19
4		11.76	*	76.47	*	11.76	*	17
5	*	*	*	*	*	*	13	*
6	*	0.00	*	33.33	*	66.67	*	12
All Grades	39.61	22.78	47.40	62.66	12.99	14.56	154	158

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	59.52	50.00	28.57	44.44	*	5.56	42	36
1	*	14.71	67.86	76.47		8.82	28	34
2	*	40.00	61.54	56.67		3.33	26	30
3	*	31.58	56.00	63.16	*	5.26	25	19
4	*	29.41	*	70.59	*	0.00	*	17
5	*	*	*	*	*	*	13	*
6	*	33.33	*	66.67	*	0.00	*	12
All Grades	42.21	31.65	51.30	62.66	*	5.70	154	158

Conclusions based on this data:

1. We will continue to support our English Learners with integrated and designated supports in the classroom.

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	23.4	29.7	7.8
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
575	72.0	29.6	0.3

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	170	29.6
Foster Youth	2	0.3
Homeless	57	9.9
Socioeconomically Disadvantaged	414	72.0
Students with Disabilities	70	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	8.3
American Indian	3	0.5
Asian	22	3.8
Filipino	21	3.7
Hispanic	389	67.7
Two or More Races	15	2.6
Pacific Islander	1	0.2
White	74	12.9

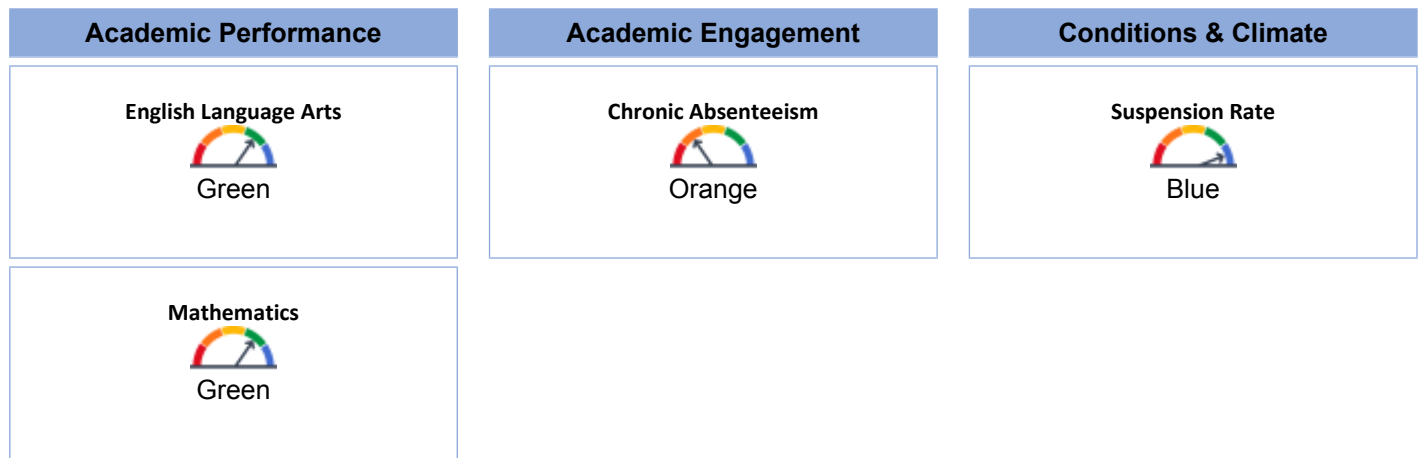
Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The data indicates overall for ELA and Math Valley View Students are scoring at the second highest performance level (green).
2. The data indicates overall for Suspension Rate we are at the highest performance level (blue).
3. The data indicates overall for Chronic Absenteeism we are scoring at the second to lowest performance level (orange).

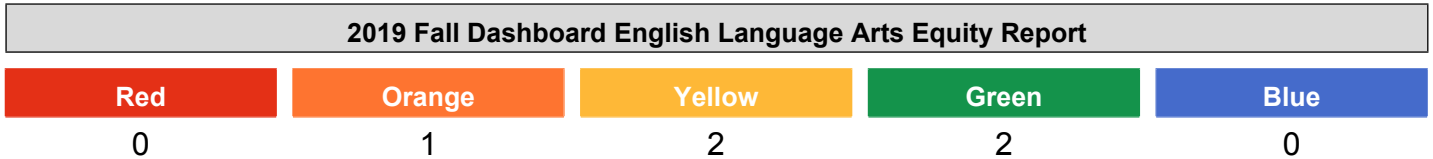
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>19.2 points above standard</p> <p>Declined -14.3 points</p> <p>286</p>	<p>English Learners</p> <p>Yellow</p> <p>0.1 points above standard</p> <p>Declined Significantly -25.4 points</p> <p>115</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Orange</p> <p>16 points below standard</p> <p>Declined Significantly -47.9 points</p> <p>42</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.3 points above standard</p> <p>Declined Significantly -23.6 points</p> <p>212</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>23.3 points below standard</p> <p>Declined -13 points</p> <p>36</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.7 points above standard Increased ++9.7 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.5 points above standard Declined -14.1 points 192	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Green 43.7 points above standard Declined Significantly -23.2 points 39

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
48.4 points below standard Declined Significantly -37.8 points 54	43 points above standard Declined -8.6 points 61	31.7 points above standard Declined -6.9 points 161

Conclusions based on this data:

1. The data indicates Overall in ELA we are 19.2 points above standard.
2. English Learners declined significantly by 37.8 points.
3. Socioeconomically disadvantage students are 4.3 points above standard with a decline of 23.6 points.

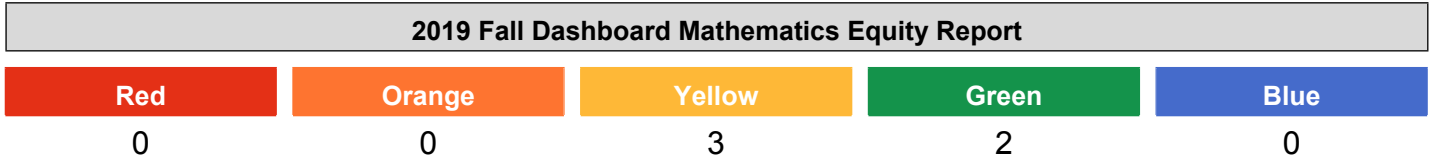
School and Student Performance Data

Academic Performance Mathematics

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.2 points above standard</p> <p>Declined -10.4 points</p> <p>281</p>	<p>English Learners</p> <p>Yellow</p> <p>6.1 points below standard</p> <p>Declined Significantly -16.9 points</p> <p>114</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>Yellow</p> <p>21.3 points below standard</p> <p>Declined Significantly -35.6 points</p> <p>40</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>7.9 points below standard</p> <p>Declined Significantly -17.7 points</p> <p>210</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>28.4 points below standard</p> <p>Increased ++12.2 points</p> <p>31</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3 points below standard Maintained ++0.3 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 0 points below standard Declined -9.9 points 190	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	(Empty)	 Green 30.9 points above standard Declined -11.1 points 36

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
41.6 points below standard Declined Significantly -28.6 points 54	26 points above standard Maintained -2.2 points 60	9.8 points above standard Declined -8 points 157

Conclusions based on this data:

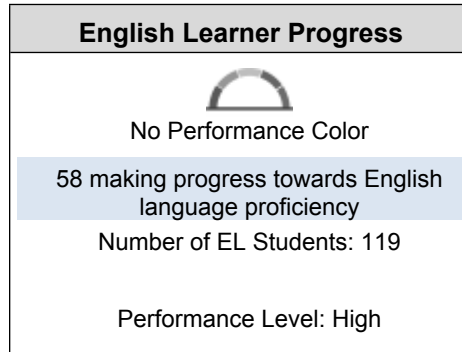
1. The data indicates Overall all students are 4.2 points above standard with a decline of 10.4 points.
2. English Learners are 6.1 points below standard with a decline of 16.9 points.
3. Socioeconomically disadvantage student are 7.9 points below standard a decline of 17.7 points.

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
15.9	26.0	11.7	46.2

Conclusions based on this data:

- 58% of English Learners are making progress toward English Language proficiency.
- 46.2% English Learners progress at least one ELPI Level and 11.7% maintained ELPI level 4
- 26% English Learners Maintained ELPI levels 1, 2L, 2H, 3L, or 3H. 15.9% decreased one ELPI Level.

School and Student Performance Data

Academic Performance College/Career

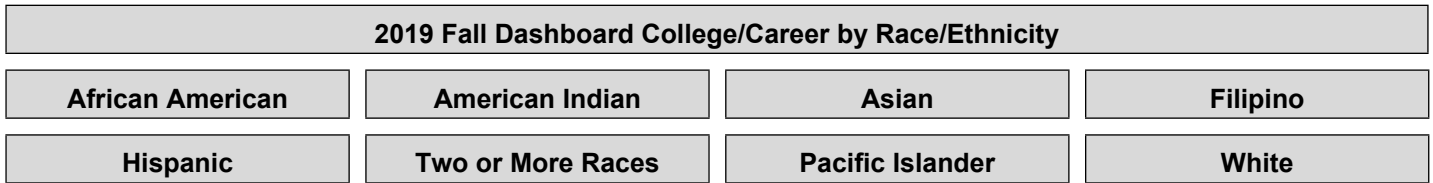
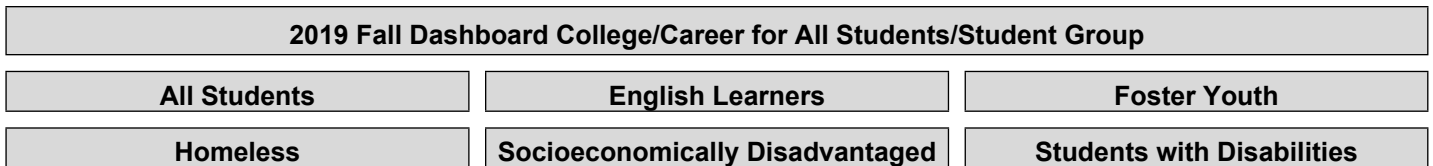
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

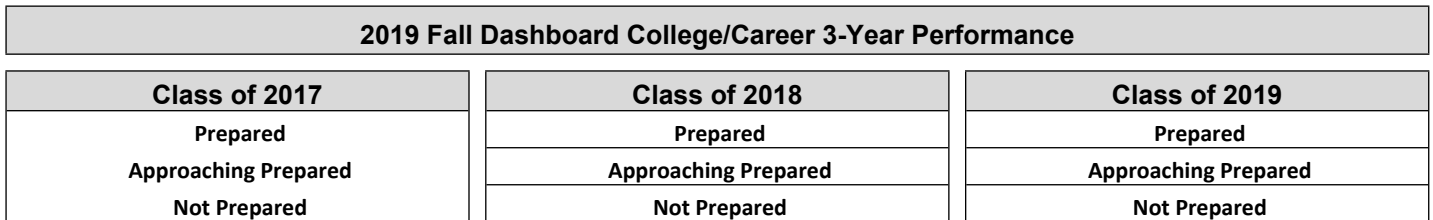
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

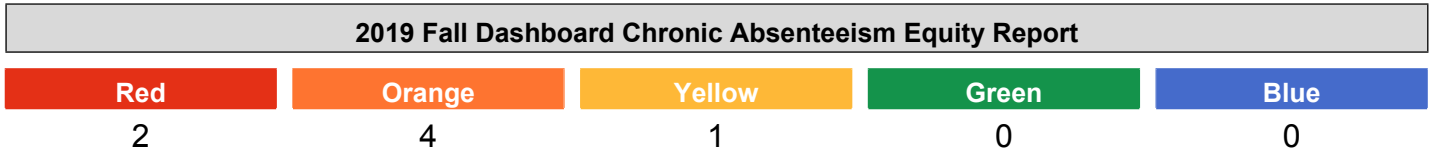
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>13.8</p> <p>Increased +1.8</p> <p>614</p>	<p>English Learners</p> <p>Orange</p> <p>11</p> <p>Maintained -0.3</p> <p>181</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>Yellow</p> <p>12</p> <p>Declined -2.1</p> <p>83</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>14.9</p> <p>Increased Significantly +3.1</p> <p>449</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25.6</p> <p>Maintained +0.3</p> <p>86</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.7 Increased +6.1 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 8.7 Declined -8 23	 No Performance Color 4.8 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.4 Increased +1.3 411	 No Performance Color 5.6 Maintained -0.3 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 12.2 Increased +2.1 82

Conclusions based on this data:

1. Overall we struggle with chronic absenteeism with an increase of 1.8%.
2. Socioeconomically Disadvantaged student groups increased by 3.1%.
3. Students with Disabilities maintained at .3%.

School and Student Performance Data

Academic Engagement Graduation Rate

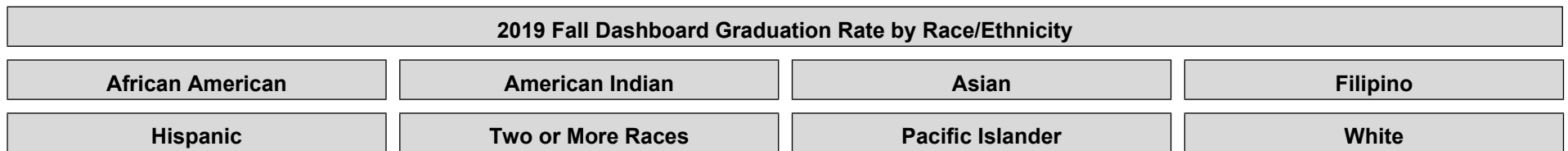
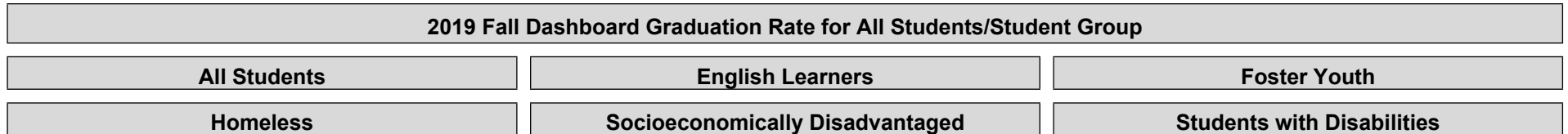
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

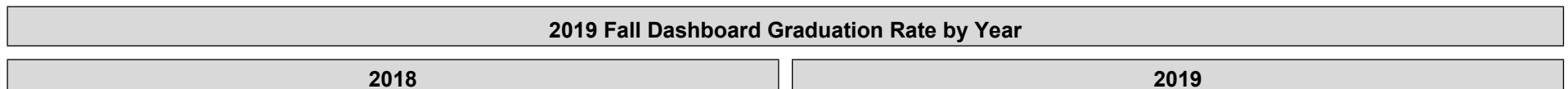
This section provides number of student groups in each color.



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



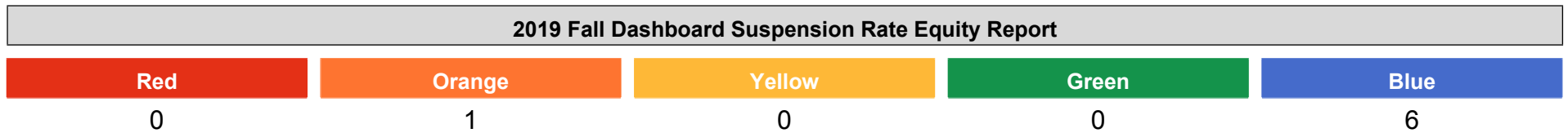
Green



Blue

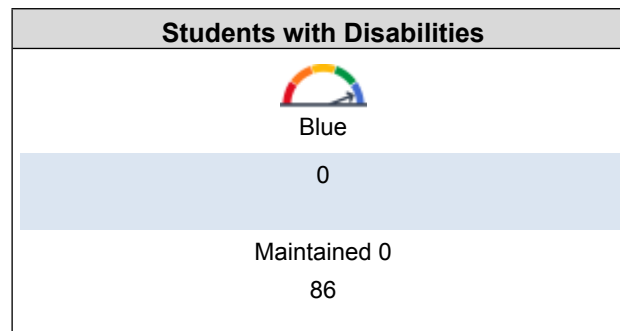
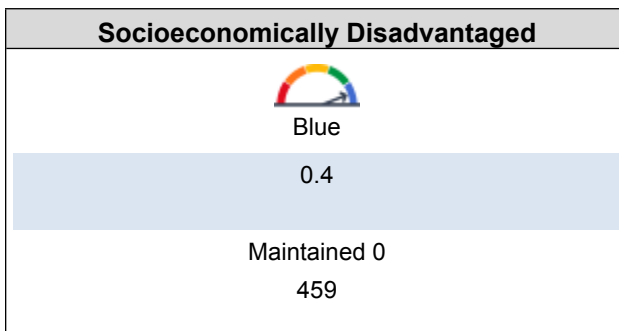
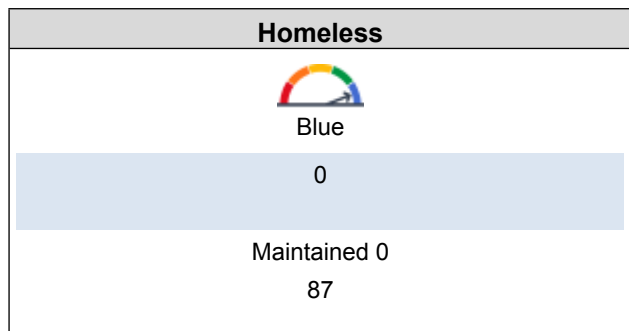
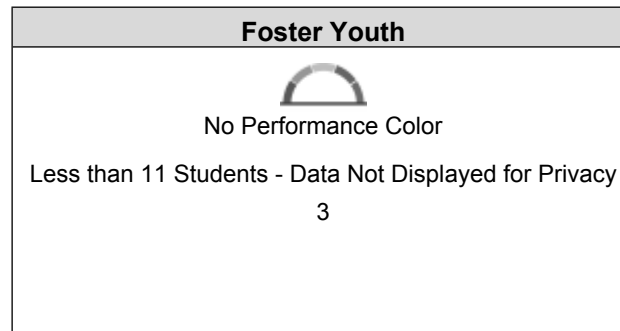
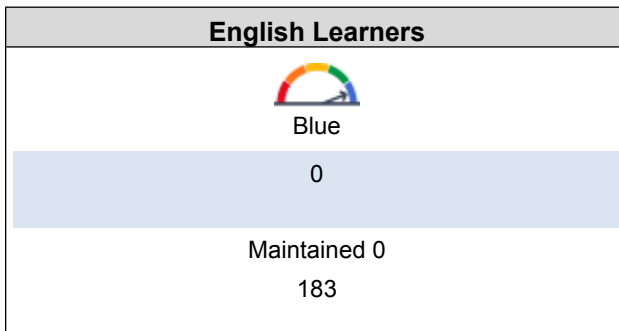
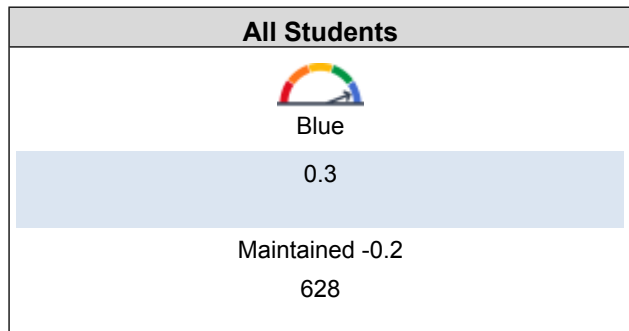
Highest Performance

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

African American	American Indian	Asian	Filipino
 Blue 0 Declined -3.4 56	 No Performance Color Less than 11 Students - Data Not 3	 No Performance Color 0 Maintained 0 23	 No Performance Color 0 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Maintained 0 422	 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data Not 2	 Orange 1.2 Increased +1.2 83

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.3

Conclusions based on this data:

- Overall the suspension rate is at the highest performance level (blue).
- White student group increased 1.2%, this is the only student group that is not in the highest performance level.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Engagement and Involvement
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal:
Attendance; Staff meetings, SSC, ELAC, PTA Meetings, Leadership Meetings, Classified Staff Meetings: sign-in sheets, agendas and minutes; Attendance for counseling sessions, Data from safety walks, monthly safety drills, Williams Compliance Quarterly Report, and LCAP Survey results.
Findings from the Analysis of this Data:
Average attendance was 94.46%, 30 students participated in counseling; 11 monthly safety drills were conducted; 3% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report
How the School will Evaluate the Progress of this Goal:
Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys

Strategy:
1. Hire and retain highly qualified staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize highly qualified staff to support class instruction.	August 2020 to June 2021	Site Administrator Instructional Leadership team Teachers	No cost			0
B. Provide Professional Development to teachers based on site surveys during P.D.T. (Professional Development Tuesdays) and CCM (Cultivating Creative Minds Professional Learning Communities) to support core instruction and further student learning.	August 2020 to June 2021	District Site Administrator Instructional Leadership Team PLCs	No cost			0

Strategy:

2. Provide dedicated Staff Professional Development time, three full days (3X Days) to disseminate district initiatives that support targeted subgroups. Two full days (2X Days) and four MINIMUM Days for Parent Engagement; and, one-day and five MINIMUM Days for Teacher Planning Time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Professional Development and trainings for teachers in the areas such as Math, ELA, ELD, Process Writing, Imagine Learning, NGSS, and ESGI.	August 2020 to June 2021	Site Administrator Instructional Leadership Team	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
			Release Days	1000-1999: Certificated Personnel Salaries	Title I	500.00
				3000-3999: Employee Benefits	Title I	100.00
B. Provide teachers time during P.D.T. to complete Staff PD Survey	May 2021	Site Administrator	No cost			0

C. Utilize dedicated staff professional development time to disseminate district initiatives that support targeted subgroups.	August 2020 to June 2021	Site Administrator Instructional Leadership Team	No Cost	0
---	--------------------------	---	---------	---

Strategy:

3. Provide current CA State approved textbooks and materials in all core subject areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize instructional textbook materials for TK-6th grade that are standards aligned in all subject areas.	August 2020 to June 2021	District	No cost			0
B. Provide and purchase instructional and supplemental supplies and materials such as library books, manipulatives, multimedia, videos, and software.	August 2020 to June 2021	Site Administrator	Supplies, materials, manipulatives, Library books, software	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,000.00

Strategy:

4. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide materials and supplies as needed for supporting universal access to core instruction.	August 2020 to June 2021	Site Administrator	Materials and supplies	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	6,000.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Maintain safe playgrounds and classrooms in good repair by completing Monthly Safety Walks.	August 2020 to June 2021	Site Administrator Day Custodian M & O - Head	No cost			0
B. Purchase custodial supplies to maintain a safe and clean environment.	August 2020 to June 2021	Site Administrator Day Custodian Office Manager Office Assistant	Cleaning supplies and materials	4000-4999: Books And Supplies	LCFF-Base	9,500.00
C. Maintain facilities in office for safety reasons	August 2020 to June 2021	Site Administrator Office Manager Office Assistant	Office materials and supplies	4000-4999: Books And Supplies	LCFF-Base	3,000.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Classified Staff will participate in District required trainings.	August 2020 to June 2021	Site Administrator	Utilize MINIMUM Days for meetings and trainings			0
			Extra Duty Hours	2000-2999: Classified Personnel Salaries	LCFF-Base	1,500.00
				3000-3999: Employee Benefits	LCFF-Base	150.00
B. Provide Noon Supervisor schedule	August 2020 to June 2021	Site Administrator	No cost			0
C. Noon Supervisors will participate in monthly Noon Supervisors Meetings to develop better practices.	August 2020 to June 2021	Site Administrator	Utilize MINIMUM Days for meetings and trainings			0

D. Provide extra hours as need to pay noon supervisors as needed.	August 2020 to June 2021	Site Administrator	Extra hours	2000-2999: Classified Personnel Salaries	LCFF-Base	500.00
				3000-3999: Employee Benefits	LCFF-Base	100.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct Monthly Drills including; (lockdown, earth quake 3 N 1 and fire drills).	August 2020 to June 2021	Principal Day Custodian Office Manager Office Assistants Teachers	No cost			0
B. Purchase materials & supplies for VV Disaster Bin	August 2020 to June 2021	Site Administrator Custodian Safety Committee	Disaster supplies and materials	4000-4999: Books And Supplies	LCFF-Base	3,500.00

Strategy:

8. Proactively engage families and regularly monitor attendance of all students, unduplicated student population, and provide site based and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. October will be adopted as "Perfect Attendance Month."	August 2020 to June 2021	Site Administrator Teachers Office Assistant	Certificates, prizes grade level attendance banners	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,000.00
B. Provide daily, weekly, monthly, yearly attendance incentives and recognition program.	August 2020 to June 2021	Site Administrator Teachers Office Assistant	Certificates, prizes grade level attendance banners	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,000.00

C. Administration monitoring chronic absenteeism monthly through A2A.	August 2020 to June 2021	Site Administrator	A2A/ District Provided	0
D. Teachers verifying absences daily.	August 2020 to June 2021	Site Administrator Teachers	No Cost	0

Strategy:

9. Provide transportation to and from school for unduplicated student population living outside allowable zone to walk to school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Support District's positive bus conduct program "Bus Bucks" (students redeem 4 or more earned Bus Bucks each Friday).	August 2020 to June 2021	Site Administrator	No Cost			0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Student Achievement
LEA GOAL: Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
LCAP GOAL: Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
SCHOOL GOAL #2: 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. Increase all student achievement in ELA and Math by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. Transitional Kindergarten: For the 2019-20 school year, 100% of students will show progress toward proficiency on their TK Portfolio score in Math. Portfolios will be reviewed every trimester. Kindergarten: For the 2019-20 school year, 100% of students will know and apply grade level phonics and word analysis skills in decoding works in both isolation and in text. 1st Grade: For the 2019-20 school year, 100% of students will demonstrate a 1.0 rating on STAR Math. 2nd Grade: For the 2019-20 school year, 100% of students will demonstrate a 2.0 rating on the STAR Math. 3rd - 6th Grades: For the 2019-20 school year, the percentage of students in the "Met" and "Exceeded" performance levels of the SBA will be increased by 10% and the percentage of students who "Nearly Met" and "Not met" will be decreased by 10% as indicated on the 2019 SBA (these students will ALL move to the next higher performance level).

Data Used to Form this Goal:

CAASPP Results, STAR Reading Assessments, District Benchmarks, Formative assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

District Benchmarks results (grades K - 6th)

- Unit Assessments (grades K-6th) or Unit Cycle Assessments (CFA) (grades TK - 6th)
- Portfolio Assessments (grades TK - 2nd)
- STAR Math assessment results (grades 1st - 6th)
- Teacher-made/publisher tests (grades K - 6th)
- Assessment Data (TK/Kindergarten)

Findings from the Analysis of this Data:

The Percent of Students at "Standard Not Met" Achievement Level by our students of Socio-Economically Disadvantaged Status was nearly twice that of the Non-Socio-Economically Disadvantaged (SED = 17.6% vs. Non-SED = 9.0%). Our SBAC English-Language Arts Mean Scale Score by Grade and Ethnicity shows a general and consistent increase from 3rd to 6th grade met standard targets. However, both African American and Hispanic students decreased at 4th grade; and, White students decreased at 5th grade.

Our SBAC Mathematics Mean Scale Score by Grade and Ethnicity also shows a general and consistent increase from 3rd to 6th grade met standard targets. However, African American students decreased at 4th and 5th grades; and, both Hispanic and White students decreased at 5th grade.

How the School will Evaluate the Progress of this Goal:

Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

Sign-In-Sheets for Teacher Trainings

- Routine use of technology in classroom determined through administrator observation
- Weekly use of Computer Lab by classes supported by Computer Lab Specialist
- Weekly use of Science Lab by classes supported by Science Lab Specialist
- District Benchmarks Results (grades K - 6th)
- Unit Assessments (grades K - 6th)
- Portfolio Assessment (grades TK - 2nd)
- STAR Math assessment results (grades 2nd - 6th)
- Teacher-made/publisher tests (grades K - 6th)
- Assessment Data (TK & Kindergarten)

* SBA

Strategy:

1. Provide professional development to support the educational program (e.g. areas of English Language Arts, English Language Development, math, science, technology and GLAD, supporting the California State Standards).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Staff with Professional Development opportunities (e.g. ELD, Math, ELA, ScienceTechnology tools, "Imagine Learning - Language/Math, differentiation, intervention, small groups etc.).	August 2020 - June 2021	Site Administrator Instructional Leadership Team EL Support Technology T.O.S.A. Title 1 Instruction Coach T.O.S.A. Site G.A.T.E. Coordinator Teachers	Conference/Workshops and professional development training for teachers	1000-1999: Certificated Personnel Salaries	Title I	8,000.00
			Benefits for teachers	3000-3999: Employee Benefits	Title I	300.00
			Extra Duty hours - classified	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	800.00
			Extra Duty hours - classified	3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	200.00
			Material and supplies	4000-4999: Books And Supplies	LCFF-Base	1,000.00
B. Provide opportunities release times for teachers to observe colleagues in multiple areas.	October 2020 - June 2021	Site Administrator Teachers	Release time - Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	3022.94
				3000-3999: Employee Benefits	Title I	184.00
C. Provide teachers with additional technology professional development (e.g. "Imagine Learning")	October 2020 - June 2021	Site Administrator Technology T.O.S.A. Teachers	No cost P.D.T. (Professional Development Tuesdays)			0
			No cost CCM Time (Mondays & Tuesdays)			0

D. Provide Staff with Professional Development opportunities/Extra Hours for Book Studies	August 2020 - June 2021	Site Administrator Technology T.O.S.A. Teachers Staff	Benefits for teachers	3000-3999: Employee Benefits	Title I	3,118.06
			Extra Duty hours - classified	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Conce ntration	405.00
			Materials and Supplies	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	7,000

Strategy:

2. Purchase California State Supplementary and/or digital standard-based materials (ie Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk and support enrichment programs for 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. Teachers will systematically provide targeted intervention daily within small group instructions.	August 2020 - June 2021	Site Administrator Teachers TOSA	TOSA	1000-1999: Certificated Personnel Salaries	Title I	31,958.00
				4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	2,000.00
B. Teachers will systematically provide targeted instruction daily throughout lessons with integrated and designated supports.	August 2020 - June 2021	Site Administrator	Materials and supplies	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	1,300.00
C. Purchase Flocabulary	September 2020	Site Administrator	Flocabulary	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	2,500.00
D. Purchase Brain Pop	August 2020	Site Administrator	Brain Pop	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	2,000.00
E. Purchase materials and supplies	August 2020 - June 2021	Site Administrator	Materials and supplies	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	7,080.00
			Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	2,000.00

F. Purchase Materials and Supplies for ELA, AR Incentives, Chrome books, and iPads to reduce ratio in Combos & 2nd Grade classes.	August 2020 - June 2021	Site Administrator Instructional Leadership Team	Materials and incentives for A.R. program.	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1,000.00
			Instructional Technology/ Hardware (i.e chrome books, iPads etc..)	4000-4999: Books And Supplies	Title I	8,000.00
			Purchase, repairs, and maintenance of technology	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1,000.00
			Instructional Technology/ Hardware (i.e chrome books, iPads etc..)	4000-4999: Books And Supplies	LCFF-Base	3,719.00
G. Build variety and volume of "high interest" non-fiction books inventory that support CCSS for Library and for Classroom Libraries	August 2020 - June 2021	Site Administration Library Resource Technician	Library Supplies	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	500.00
			Purchase additional "non-fiction" books for ALL levels of readers	4000-4999: Books And Supplies	Title I	500.00

Strategy:

3. Provide collaboration time for administrators and teachers to support students English Learners, Foster Youth and Low income by monitoring student data, providing interventions, and enrichment activities during outside 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

<p>A. Principal will establish regularly scheduled time for teachers to meet as a PLC to collaborate to improve ELA units, refine assessments, and evaluate assessment data. The time periods will include both P.D.T. (Professional Development Tuesdays - "Early Release Tuesdays"), Extra-Duty hours; and/or, release time (Sub Release Time &/or Monday & Tuesday CCM Arts Enrichment periods).</p>	<p>August 2020 - June 2021</p>	<p>Site Administrator Instructional Leadership Team</p>	<p>Teacher "Extra Duty" rate to meet, by grade level Substitutes for teachers for Release days</p>	<p>1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries</p>	<p>Title I LCFF-Supplemental/Concentration</p>	<p>2,500.00 1,500.00</p>
<p>B. Teachers will meet regularly to improve ELA units, refine assessments and evaluate assessment data (for ALL students: including: Low Income, Foster Youth, EL, Socially-economically disadvantaged; and, SWD). To take place during enrichment collaboration (Cultivating Creative Minds/PLCs)</p>	<p>August 2020 - June 2021</p>	<p>Site Administrator Teachers</p>	<p>CCM Arts Enrichment *Release during Arts Enrichment periods</p>	<p>0</p>		
<p>C. Provide teachers time to collaborate on professional responsibilities to give input on the SPSA during SSC meetings and Instructional Leadership Team Meetings.</p>	<p>August 2020 - June 2021</p>	<p>Site Administrator Instructional Leadership Team</p>	<p>Extra Duty Pay for Instructional Leadership Team Benefits</p>	<p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p>	<p>Title I Title I</p>	<p>3,000.00 350.00</p>

Strategy:

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 structured, focused ELD instruction for 30 minutes daily.	August 2020 - June 2021	Site Administrator Teachers EL Coordinator	No Cost	0
B. Implement CA State ELD Standards for all EL students and support teachers with continued CA State ELD standards based professional development.	August 2020 - June 2021	Site Administrator Teachers EL Coordinator	No cost	0
C. Provide designated ELD instruction to increase the percentage of EL students making at least one year's growth in English Proficiency as measured by ELPAC	August 2020 - June 2021	Site Administrator Teachers EL Coordinator	No Cost	0
D. Teachers will monitor EL progress on the ELD Matrix	August 2020 - June 2021	Site Administrator Teachers EL Coordinator	No Cost	0

Strategy:

5. Hire Educational Service Program Coordinator to Support core instruction, with an emphasis in supporting English Learners and ELD instruction

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire Director of Curriculum and Instruction and District Educational Services Department to Support core instruction, with an emphasis in supporting English Learners and ELD instruction.	August 2020 - June 2021	District	No cost			0
B. Teachers will be provided time to observe the EL Coordinator teach an integrated/designated Lesson.	August 2020 - June 2021	Site Administrator EL Coordinator	Release time/ No cost			0

Strategy:

6. Support by providing substitutes to release teachers with the implementation of the Summative English Language Proficiency Assessment for California (ELPAC)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. All English Learners will be administered the ELPAC	August 2020 - June 2021	Site Administrator EL Coordinator	No cost			0

Strategy:

7. Provide trained staff to administer the Initial English Language Proficiency Assessment for California (ELPAC)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Trained staff will administer the Initial English Language Proficiency Assessment for California (ELPAC) to all EL students.	August 2020 - June 2021	Site Administrator	District Provided/No cost to site			0

Strategy:

8. Provide outside of the school year intervention and enrichment opportunities (Academic during summer and winter breaks for students, especially low income, English Learners, and Foster Youth: Summer AR Reading Program, Curriculum Correspondence Program, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Monitor student data to provide candidate list for the academies	August 2020 - June 2021	Site Administrator Teachers	No cost			0
B. Distribute, monitor, collect student invitations for academies.	August 2020 - June 2021	Site Administrator Teachers	No cost			0

C. Provide and offer tutoring to (low income, English Learners, and Foster Youth) students.	August 2020 - June 2021	Site Administrator Teachers Instructional Leadership Team	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Conce ntration	1,000.00
				3000-3999: Employee Benefits	LCFF- Supplemental/Conce ntration	300.00
				1000-1999: Certificated Personnel Salaries	LCFF-Base	3,000.00
				3000-3999: Employee Benefits	LCFF-Base	300.00

Strategy:

9. Continue articulation with William S. Hart School District to support students transitioning to Junior High School.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administrators and teachers will participate in articulation meetings with Wm. S. Hart feeder schools (La Mesa J.H.S. & Golden Valley H.S.) (Sierra Vista & Canyon High School) to prepare 6th grade students for a successful transition.	Spring 2021	Site Administrator Teachers	No cost			0
B. Administer 7th grade Math placement test for current 6th graders.	Spring 2021	Site Administrator Teachers	No cost			0

Strategy:

10. 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.	August 2020 - June 2021	Site Administrator Library Technician Teachers	No cost	0
B. Provide students library access during recess and lunch times.	August 2020 - June 2021	Site Administrator Library Technician	No cost	0

Strategy:

11. Teacher on Special Assignment (TOSA) will provide coaching and intervention support for teachers to assist students who are 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.	August 2020 - June 2021	Principal Teachers	No cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase resources for VAPA lessons	August 2020 - June 2021	Site Administrator Teachers	Visual and Performing Arts materials	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	400.00
				4000-4999: Books And Supplies	LCFF-Base	400.00
B. Provide arts enrichment during the school day through music, art, movement and theater	August 2020 - June 2021	Site Administrator Teachers Cultivating Creative Minds Staff	Cultivating Creative Minds	5800: Professional/Consulting Services And Operating Expenditures	Title I	19,000.00

C. Provide additional enrichment opportunities for students through chorus and cheer.	August 2020 - June 2021	Site Administrator Teachers PTA	Cultivating Creative Minds	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Base	9,000.00
---	-------------------------	---------------------------------------	----------------------------	---	-----------	----------

Strategy:

13. 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. Purchase Physical fitness materials and equipment for 5th grade students.	August 2020 - June 2021	Site Administrator Teachers	Physical Education materials	4000-4999: Books And Supplies	LCFF-Base	1,000.00
B. Students in grades 1st - 6th will participate in a minimum of 200 minutes of PE every two weeks.	August 2020 - June 2021	Site Administrator Teachers	PE equipment	4000-4999: Books And Supplies	PTA	1,000.00
C. Transitional Kindergarten and Kindergarten students will implement fine and gross motor activities into their daily lessons and activities.	August 2020 - June 2021	Site Administrator Teachers	No Cost			0

Strategy:

14. Purchase technology and equipment to support the basic program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies. Repair, upgrade, provide maintenance, and replace technology as needed	August 2020 - June 2021	Site Administrator Teachers	Technology Materials	4000-4999: Books And Supplies	LCFF-Base	5,500.00

Strategy:

15. Purchase devices and provide training to staff to support unduplicated students to 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. Support students in proper use and implementation of technology devices in the classroom and the computer lab	August 2020 - June 2021	Site Administrator Teachers Computer lab Technician	No cost			0

Strategy:

16. Provide Computer and Science Lab Assistants, as well as supplemental material, at all sites to support unduplicated students' skills to meet grade level standards and provide them training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Continue to use the part time Computer Lab Specialist	August 2020 - June 2021	Site Administrator	District provided			0
B. Computer Lab schedule will be provide to each classroom.	August 2020 - June 2021	Site Administrator Computer Lab specialist Science Lab specialist	No cost			0

Strategy:

17. Maintain full day transitional kindergarten at all sites 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. Transitional Kindergarten teacher will implement district approved curriculum to strengthen students' academic and social emotional needs	August 2020 - June 2021	Site Administrator Teachers	District Provided/No cost	0
--	-------------------------	--------------------------------	---------------------------	---

Strategy:

18. 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 as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Identify students struggling in math, create small intervention groups for students with disabilities and at risk students. provided intervention groups during the school day, before school and after school.	December 2020 - May 2021	Site Administrator Teachers TOSA	Math intervention materials	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	300.00
			Manipulatives	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	200.00
			Before and after school tutoring	1000-1999: Certificated Personnel Salaries	Title I	4,500.00
				3000-3999: Employee Benefits	Title I	398.00
			Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	500.00

Planned Improvements in Student Performance

School Goal #3

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

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

Strategy:
1. Increase communication (i.e. Posters, 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. Support teachers to establish teacher websites	August 2020 - June 2021	Site Administrator Teachers	No cost	0
B. Increase on-line communication for parents and community through the use of District and Site websites.	August 2020 - June 2021	Site Administrator Teachers	No cost	0
C. Post messages on school marquee and post flyers in the outside display case regarding upcoming school events.	August 2020 - June 2021	Site Administrator Office Staff VVPTA President	No cost	0

Strategy:

2. Increase efforts to promote parental engagement and input through parent workshops, conferences, emails, phone calls, surveys, school and district events such as Estrella Awards, STEAM Expo, etc., in order to increase student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide parents with at least monthly communication through a variety of media in both English and Spanish: Blackboard Connect, flyers, notes home, e-mails, phone calls, classroom or grade-level newsletters, Class Dojo, meetings, school website and District website, PTA Monthly Calendar.	August 2020 - June 2021	Site Administrator Teachers PTA President SSC Chairperson ELAC President	No cost			0
B. Present information about academic assessments, performance of all students, and subgroups, and how we develop the instructional support plan, at SSC, ELAC and Coffee with the Principal meetings.	August 2020 - June 2021	Principal	No cost			0
C. Host monthly Coffee with the Principal Meetings	August 2020 - June 2021	Site Administrator	Purchase items, materials and resources for meetings	4000-4999: Books And Supplies	LCFF-Base	900

D. Site will provide Binder Reminders for 4th-6th grade students.	August 2020	Site Administrator Teachers PTA	Binder Reminders	4000-4999: Books And Supplies	LCFF-Base	900.00
E. Site will provide after school and evening parent orientations/workshops , trainings and parent nights.	August 2020 - June 2021	Site Administrator Teachers	Teacher Extra Duty pay/hourly	1000-1999: Certificated Personnel Salaries	LCFF-Base	500.00
			Benefits for hourly	3000-3999: Employee Benefits	LCFF-Base	100.00
			Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	500.00
F. Organize an incoming TK and Kindergarten parent orientation/information meeting	August 2020 - June 2021	Site Administrator TK/Kindergarten Teachers	No cost			0

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. Provide translation at parent meetings.	August 2020 - June 2021	Site Administrator	Translation services	2000-2999: Classified Personnel Salaries	LCFF-Base	500.00
				3000-3999: Employee Benefits	LCFF-Base	100.00
B. Provide translation services to families as needed for IEPs, Goal Setting Conferences, Back to School Night, Annual Title 1 meeting, ELAC meetings, SSC meetings, Conferences, after school meetings and parent conferences etc.	August 2020 - June 2021	Site Administrators Office Manager Interpreters	Interpreters/Translators	2000-2999: Classified Personnel Salaries	LCFF-Base	500.00
			Interpreters/Translators	3000-3999: Employee Benefits	LCFF-Base	100.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings	August 2020 - June 2021	Site Administrator Office Manager Translators	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	200.00
B. Include District events in weekly Blackboard Connect messages	August 2020 - June 2021	Site Administrator Office Manager Translators	No cost			0
C. The site will convene a ELAC	August 2020 - June 2021	Site Administrator Office Manager Translators	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	100.00
D. The site will convene a Safety Committee	August 2020 - June 2021	Site Administrator Office Manager Translators	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	100.00

Strategy:

5. Parents will receive support and training on how to access the AERIES Parent Portal to view student attendance and state assessments. Computers for parent use will be made available at all school site and the District Office.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Office staff will be available to provide information and support for Aeries Parent Portal, Sign-Up Genius, and student passwords to District provided technology resources and applications (apps).	August 2020 - June 2021	Site Administrator Office Staff	No Cost			0
B. Computer, Chrome books, and iPads are made available to parents before, during and after school for parents to access Aeries Parent Portal, Sign-Up Genius, and District supported resources.	August 2020 - June 2021	Site Administrator Office Staff	No cost			0

Strategy:

6. Director of Curriculum and Instruction and Educational Services Program Coordinator support parents of English Language Learners by providing parent workshops, such as Spanish Literacy Events etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Host and parent nights and workshops such as Spanish Literacy Night and DELAC meetings.	August 2020 - June 2021	Site Administrator Director of Curriculum and Instruction Educational Service Program Coordinator	No cost/District provided			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Coordinate the 6th grade spring orientation field trip to junior high school feeder schools.	Spring 2021	Site Administrator Office staff	No cost			0
B. Invite William S. Hart USD feeder schools to collaborate with families in preparation for successful junior high school transition.	Spring 2021	Site Administrator Office staff	No cost			0
C. Site Administrator and teachers will participate in matriculation meetings with William S. Hart School District feeder schools to prepare 6th graders for a successful transition.	Spring 2021	Site Administrator Teachers RSP Teacher	No cost			0

Strategy:

8. Continue to provide a Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in an out of school, as well as partner with William S. Hart School District to plan and host Family Resource Fair.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Inform our families of the opportunity to participate in the Student and Family Wellness Collaborative.	August 2020 - June 2021	Site Administrator	No cost			0
B. Inform parents in English and in Spanish in multiple forms of media of the "Many Families, One Community" event.	January 2021 to February 2021	Site Administrator Office staff	No cost			0

Strategy:

9. 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. Inform our families of the opportunity to participate in the Student and Family Wellness Collaborative.	February 2021	District	No cost			0
B. Inform parents in English and in Spanish in multiple forms of media of the "Many Families, One Community" event.	January 2020 - February 2020	Principal Teachers	No cost			0

Strategy:

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

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

A. Invite families to attend school and district family events	August 2020 - June 2021	District	No cost	0
B. Host "New Families Orientation" to welcome parents and students.	August 2020 - June 2021	Principal Teachers	No cost	0

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Supporting the whole child
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. Provide a safe and nurturing learning environment for all students, reducing student discipline referrals by 10%.
SCHOOL GOAL #4:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. During the 2019-20 school year, Valley View School's "Suspension rates" will decrease by 5%. During the 2019-20 school year, Valley View School's "Office Referrals for Discipline" will decrease by 5%. During the 2019-20 school year, Valley View School's "Positive Behavior Incentives" - e.g. "Caught Being Good!" slips & "Bus Bucks" will increase by 10%.
Data Used to Form this Goal:
Aeries Discipline reports Surveys Counseling sessions (attendance sheets) District Diagnostic Assessments Aeries Summary of Suspensions (2018-19 & 2019-20) Discipline notes from (2019-20) Bus Tickets issued (2019-20) "Caught Being Good!" awards "Valiant Viking" awards list from (2019-20)

Findings from the Analysis of this Data:

75% of student's reported high levels of connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 75% of parents reported that school's behavioral program positively impacted their child

How the School will Evaluate the Progress of this Goal:

Student suspension rate
 Aeries Discipline reports
 Student recognition
 Parent attendance by sign in sheets for family nights and events
 Student attendance rates

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. Administer the CA Healthy Kids Survey and the LCAP survey to students.	Spring 2021	Site Administrator Teachers	No cost			0
B. Provide Health Supplies	August 2020 - June 2021	Site Administer Office Manager Site Nurse	Health Supplies	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,500.00
C. Implement Circle of Friends group to promote positive relationships, to teach and support social and emotional skills.	January 2021	Site Administrator Teachers Program Specialist	Supplies and Materials	4000-4999: Books And Supplies	LCFF- Supplemental/Conce ntration	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 small group counseling for identified students to support their social/emotional (and academic) success in school.	August 2020 - June 2021	Site Administrator Teachers School Psychologist RSP Teacher	Counseling services	5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental/Concentration	3,000.00
B. Provide teachers with SBC (Site Based Counseling) referral process paperwork for counseling for "At-Risk" students.	August 2020 - June 2021	Site Administrator Teachers School Psychologist RSP Teacher	No Cost			0

Strategy:

3. Utilize the behavior Intervention Supervisor and maintain Behavioral Intervention Assistants at the district level to support students, especially Low income, Foster Youth and English Learners, in regular and special education classes to support connectedness and access to the core program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize the Behavioral Intervention Specialist and Behavior Intervention Assistants (B.I.A.s) from the District level to support students in regular and special education classes to support student connectedness and access to the core.	August 2020 - June 2021	Site Administrator Teachers School Psychologist(s)	No cost			0
B. Teachers will utilize the Aeries SST online system to monitor at risk students for social, emotional and academic needs.	August 2020 - June 2021	Site Administrator Teachers RSP Teacher S&L (Speech) Teacher School Psychologist	No cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide the LCAP Parent Survey during Spring Conferences via iPads and Chrome books.	Spring 2021	Site Administrator Office staff	No cost			0
B. Encourage parent participation to complete the LCAP Parent Survey through Blackboard Connect phone messages, flyers, SST, ELAC and Coffee with the Principal (in both English & Spanish).	August 2020 - June 2021	Site Administrator	No cost			0

Strategy:

5. Supports schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS Kelso Choices, Capturing Kids Hearts, AR Incentive program, Spirit Assemblies, etc.) which promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Character Counts will be promoted and taught in all classrooms and announced during morning announcements	August 2020 - June 2021	Site Administrator Teachers	No cost			0
B. Students who demonstrate Character Counts characteristics will be recognized at school spirit assemblies, school celebrations.	August 2020 - June 2021	Site Administrator Teachers	Awards, certificates, incentives, prizes	4000-4999: Books And Supplies	LCFF-Base	249.00
C. Students who demonstrate Character Counts characteristics will be recognized and given a caught being good ticket. Every Friday students will be selected and announced to come up and receive a gift from the principal's treasure box.	August 2020 - June 2021	Site Administrator PTA	Prizes and incentives for treasure box	4000-4999: Books And Supplies	LCFF-Base	249.00

D. 4th thru 6th grade students will participate in the Santa Clarita Valley DFYIT (Drug Free Youth In Town) program.	October 2020 April 2021	Site Administrator Teachers	No Cost	0
E. 6th grade students will participate in TUPE (Tobacco Use Prevention Education).	August 2020 - June 2021	Site Administrator Teachers	No cost	0
F. Provide digital citizenship training for staff and students as outlined in the Social Media Board Policy to keep everyone safe while online - C.I.P.A. (Children's Internet Protection Act).	August 2020 - June 2021	Site Administrator Teachers	No cost	0

Strategy:

6. Continue to support unduplicated count by having Licensed Vocational Nurses (LVNs) 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. Work with Licensed Vocational Nurses to support the health of students in need.	August 2020 - June 2021	Site Administrator	LVN district provided/No cost			0
B. Work with the District Nurse and LVN on ensuring all teachers, office staff, aides and administrators are familiar with students with Health Plans.	August 2020 - June 2021	Site Administrator District Nurse LVN	No cost			0

Strategy:

7. Maintain School Social Worker and support personnel to provide comprehensive services to students (i.e. counseling, basic needs etc.) addressing barriers that limit a student from receiving full benefits from their educational 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. Work with School Social Worker to support students, especially Low income, Foster Youth and English Learners.	August 2020 - June 2021	Site Administrator	No cost 0
B. Provide information to parents about resources available to them through the District's School Social Worker to support students and families.	August 2020 - June 2021	Site Administrator School Social Worker	No cost 0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: NO School Goal #5
LEA GOAL:
LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	47
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	838
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	649
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	106
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	65
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	1,133
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,103

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	3,918
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries		57,299
				3000-3999: Employee Benefits		4,942
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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	5,652
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,154
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 Language and Literacy	August 2018 to June 2019	Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	40,000
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	7,835
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Service	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base	24
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures		1,833

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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- Supplemental/Concentration	40,685.00	0.00
LCFF-Base	53,167.00	0.00
Title I	95,431.00	0.00
PTA	1,000.00	0.00
Misc. Grants		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF- Supplemental/Concentration	40,685.00
LCFF-Base	53,167.00
PTA	1,000.00
Title I	95,431.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	59,480.94
2000-2999: Classified Personnel Salaries	4,205.00
3000-3999: Employee Benefits	5,800.06
4000-4999: Books And Supplies	76,297.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating	41,000.00

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	LCFF- Supplemental/Concentration	2,500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	1,205.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	500.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	33,480.00
5800: Professional/Consulting Services	LCFF- Supplemental/Concentration	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	3,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	3,000.00
3000-3999: Employee Benefits	LCFF-Base	850.00
4000-4999: Books And Supplies	LCFF-Base	33,317.00
5000-5999: Services And Other Operating	LCFF-Base	3,500.00
5800: Professional/Consulting Services	LCFF-Base	9,000.00
4000-4999: Books And Supplies	PTA	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	53,480.94
3000-3999: Employee Benefits	Title I	4,450.06
4000-4999: Books And Supplies	Title I	8,500.00
5800: Professional/Consulting Services	Title I	29,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,850.00
Goal 2	133,235.00
Goal 3	4,500.00
Goal 4	5,198.00

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.)

First step is to have board approval of 2019-20 SPSA

Identify the major expenditures supporting these priorities.

No major costs anticipated: (1) "Raptor" use/ (2) Implement "Bullying Box"/ (3) Develop relationship and support of site YMCA

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
Jaide McClinton Yoakum, Parent				X	
Valarie Tyler-Mims, Parent				X	
Gina Guirguis Rizkalla, Parent				X	
Jenny Salmeron, Parent				X	
Haya Abdwahab, Parent				X	
Mona Walker, Other - Computer Lab Sp.			X		
Vicki Hirsch, Teacher		X			
Misty Ryan, Teacher		X			
Michael Sifferman, Teacher		X			
Ardrella Hamilton, Principal	X				
Numbers of members of each category:	1	3	1	5	

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

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

Instructional Leadership Team - Grade Level Representatives

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/26/2020.

Attested:

Ardrella Hamilton

Typed Name of School Principal

Signature of School Principal

Date

Jaide McClinton Yoakum

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): Instructional Leadership Team - Grade Level Representatives	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/26/2020.

Attested:

Ardrella Hamilton		10/26/20
Typed Name of School Principal	Signature of School Principal	Date
Jaide McClinton Yoakum		11/19/20
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date