

The School Plan for Student Achievement

School: Pinetree Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Stephanie Cruz
Revision Date: October 2020

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

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

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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	4
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	16
Planned Improvements in Student Performance	32
School Goal #1.....	32
School Goal #2.....	35
School Goal #3.....	40
School Goal #4.....	45
School Goal #5.....	48
Centralized Services for Planned Improvements in Student Performance	49
Centralized Service Goal #1	49
Centralized Service Goal #2.....	51
Centralized Service Goal #3.....	53
Centralized Service Goal #4.....	54
Centralized Service Goal #5.....	55
Summary of Expenditures in this Plan.....	56
Total Allocations and Expenditures by Funding Source	56
Total Expenditures by Object Type.....	57
Total Expenditures by Object Type and Funding Source.....	58
Total Expenditures by Goal	59
Annual Evaluation.....	60
School Site Council Membership.....	63
Recommendations and Assurances.....	64

School Vision and Mission

Pinetree Community School's Vision and Mission Statements

Pinetree Empowers All!

Vision:

Pinetree School is a community of lifelong learners who demonstrate the knowledge, skills, and values required of productive global citizens. These attributes are developed within a learning environment that is engaging, inspiring, and challenging.

Mission:

Pinetree Community School provides an exceptional education that addresses students' unique learning styles, cultivates critical thinking skills, builds strong character, and enables our students to contribute to their communities in meaningful and positive ways.

School Profile

* Pinetree Community School opened in 1988. We are located in a suburban area in the north-eastern end of the Santa Clarita Valley. Our campus is in a residential area and serves a mixed socioeconomic population who live in both single and multiple family dwellings.

* We educate approximately 600 students in grades TK-6. Our significant student subgroups are: White, Hispanic, and Socioeconomically Disadvantaged. English Learner students make up about 5.5% of our student population and GATE (Gifted and Talented) students represent approximately 6% of our student body.

* Special Education services offered at Pinetree include 3 full-time Special Day Classes inclusive of grades TK through 6, a full time Resource Specialist teacher, a full-time Speech and Language Specialist, and a part-time school psychologist. These individuals help meet the needs of our special needs students and they serve as resources for our school.

* Pinetree was named a California Distinguished School in 1993, 2004 and 2014. We have also been recognized as a California Star Honor Roll School in 2017 and 2018. Pinetree teachers continuously aim to close the achievement gap between all of our subgroups. Our scores reflect the work of our excellent teachers, along with our support staff, and their ability to meet the needs of all our students.

* Thanks to our amazing PTA and our partnership with Cultivating Creative Minds, a nonprofit organization, we are able to provide enrichment classes to our students. Three credentialed teachers specialize in giving our students visual and performing arts experiences through fine arts, music, and dance/movement. Students move through six rotations for five weeks; for a total of 30 weeks. As students enjoy the arts, teachers have a 45 minute grade level release time to collaborate, plan, and discuss student progress each week.

* We continue to provide training and support to teachers to help them integrate technology into the curriculum. Every classroom is equipped with a SmartBoard, HoverCam, voice amplification sound system, teacher laptop computer, teacher iPad, and 1:3 ratio of students iPads. In addition to the technology in each classroom, the students and teachers have access to four chrome book carts and an iPad cart. Pinetree has a network (PTN) which is produced and hosted by 5th and 6th grade students. Morning announcements are broadcasted daily to the entire school via this network over the Smart Boards in each class. All students participate in the Accelerated Reader Program. A majority of our library books have accompanying Accelerated Reader tests to go with them. Our school's personalized homepage on the Internet enables students, parents and community members to keep informed of school happenings, and communicate with staff through email. We also utilize the BlackBoard Connect system to electronically send phone messages enabling us to communicate quickly with parents on a school-wide scale.

* Parents are an integral part of the school community. The PTA devotes many volunteer hours to support our school and academic programs. Additionally, they provide funds to help support instruction in the classroom, field trips, and other site needs. This year the PTA fundraising focus is to support our partnership with Cultivating Creative Minds, our enrichment class provider.

*** Please visit: <https://www.sssd.k12.ca.us/Page/2181>

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

1. Although support for positive socio-emotional achievement is provided through the LCAP, the site needs additional funds to ensure students have an opportunity to access necessary resources.
2. Due to the high percentage of working parents, the site needs to address the low percentage of parent attendance at site and district events.
3. Although teachers have the opportunity to collaborate twice a month and weekly during Enrichment time, we still need to create other avenues for teacher collaboration for lesson planning, unit development, and data analysis.

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	79	83	73	79	83	73	79	83	73	100	100	100
Grade 4	83	82	84	82	82	82	82	82	82	98.8	100	97.6
Grade 5	85	88	85	85	88	84	85	88	84	100	100	98.8
Grade 6	84	88	85	84	86	84	84	86	84	100	97.7	98.8
All Grades	331	341	327	330	339	323	330	339	323	99.7	99.4	98.8

* 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	2470.1	2443.2	2441.0	45.57	36.14	32.88	21.52	19.28	30.14	20.25	21.69	16.44	12.66	22.89	20.55
Grade 4	2507.7	2513.4	2498.1	47.56	47.56	40.24	17.07	21.95	26.83	20.73	12.20	13.41	14.63	18.29	19.51
Grade 5	2504.1	2525.1	2531.4	20.00	28.41	33.33	35.29	29.55	33.33	17.65	22.73	15.48	27.06	19.32	17.86
Grade 6	2548.8	2541.9	2570.5	19.05	19.77	30.95	41.67	38.37	34.52	26.19	26.74	23.81	13.10	15.12	10.71
All Grades	N/A	N/A	N/A	32.73	32.74	34.37	29.09	27.43	31.27	21.21	20.94	17.34	16.97	18.88	17.03

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	36.71	26.51	30.14	44.30	46.99	47.95	18.99	26.51	21.92
Grade 4	39.02	46.34	41.46	46.34	37.80	37.80	14.63	15.85	20.73
Grade 5	21.18	31.82	38.10	48.24	47.73	40.48	30.59	20.45	21.43
Grade 6	29.76	23.26	40.48	50.00	52.33	39.29	20.24	24.42	20.24
All Grades	31.52	31.86	37.77	47.27	46.31	41.18	21.21	21.83	21.05

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	49.37	37.35	23.29	36.71	34.94	57.53	13.92	27.71	19.18
Grade 4	43.90	42.68	32.93	39.02	39.02	47.56	17.07	18.29	19.51
Grade 5	27.06	38.64	36.90	48.24	32.95	47.62	24.71	28.41	15.48
Grade 6	30.95	34.88	33.33	53.57	50.00	58.33	15.48	15.12	8.33
All Grades	37.58	38.35	31.89	44.55	39.23	52.63	17.88	22.42	15.48

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	36.71	28.92	30.14	54.43	55.42	58.90	8.86	15.66	10.96
Grade 4	29.27	35.37	26.83	56.10	53.66	58.54	14.63	10.98	14.63
Grade 5	21.18	26.14	26.19	52.94	63.64	61.90	25.88	10.23	11.90
Grade 6	25.00	15.12	27.38	63.10	65.12	64.29	11.90	19.77	8.33
All Grades	27.88	26.25	27.55	56.67	59.59	60.99	15.45	14.16	11.46

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	46.84	38.55	31.51	39.24	37.35	45.21	13.92	24.10	23.29
Grade 4	43.90	39.02	32.93	41.46	48.78	48.78	14.63	12.20	18.29
Grade 5	21.18	32.95	32.14	57.65	51.14	47.62	21.18	15.91	20.24
Grade 6	30.95	36.05	42.86	57.14	50.00	47.62	11.90	13.95	9.52
All Grades	35.45	36.58	34.98	49.09	46.90	47.37	15.45	16.52	17.65

Conclusions based on this data:

1. Overall, the percentage of students who reached Standards Exceeded and Standards Met increased slightly. It went from a total of 60.17% to 65.33%
2. The percentage of students in the Above Standard decreased slightly in both Writing and Research/Inquiry claim areas, while Reading and Listening increased slightly.
3. Our weakest claim area continues to be in the Listening claim area, where 26.25% of our students are above standard.

School and Student Performance Data

SBA Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	83	73	79	83	73	79	83	73	100	100	100
Grade 4	83	83	84	82	83	82	82	83	82	98.8	100	97.6
Grade 5	85	88	85	85	88	84	85	88	84	100	100	98.8
Grade 6	84	88	85	84	87	84	84	87	84	100	98.9	98.8
All Grades	331	342	327	330	341	323	330	341	323	99.7	99.7	98.8

* 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	2445.9	2429.7	2452.3	24.05	18.07	24.66	34.18	32.53	36.99	26.58	30.12	24.66	15.19	19.28	13.70
Grade 4	2493.1	2478.0	2483.7	28.05	21.69	18.29	24.39	31.33	29.27	31.71	25.30	37.80	15.85	21.69	14.63
Grade 5	2503.3	2505.6	2517.2	20.00	21.59	29.76	22.35	18.18	19.05	31.76	27.27	23.81	25.88	32.95	27.38
Grade 6	2553.6	2549.2	2555.8	28.57	26.44	30.95	30.95	29.89	21.43	26.19	26.44	25.00	14.29	17.24	22.62
All Grades	N/A	N/A	N/A	25.15	21.99	26.01	27.88	27.86	26.32	29.09	27.27	27.86	17.88	22.87	19.81

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	37.97	28.92	38.36	40.51	43.37	38.36	21.52	27.71	23.29
Grade 4	40.24	28.92	24.39	25.61	42.17	47.56	34.15	28.92	28.05
Grade 5	25.88	28.41	34.52	32.94	26.14	33.33	41.18	45.45	32.14
Grade 6	38.10	43.68	39.29	44.05	34.48	29.76	17.86	21.84	30.95
All Grades	35.45	32.55	34.06	35.76	36.36	37.15	28.79	31.09	28.79

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	35.44	27.71	34.25	39.24	43.37	43.84	25.32	28.92	21.92
Grade 4	32.93	26.51	23.17	41.46	44.58	56.10	25.61	28.92	20.73
Grade 5	21.18	22.73	29.76	43.53	44.32	45.24	35.29	32.95	25.00
Grade 6	21.43	19.54	22.62	60.71	49.43	42.86	17.86	31.03	34.52
All Grades	27.58	24.05	27.24	46.36	45.45	47.06	26.06	30.50	25.70

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	37.97	31.33	34.25	49.37	53.01	56.16	12.66	15.66	9.59
Grade 4	31.71	31.33	28.05	45.12	42.17	51.22	23.17	26.51	20.73
Grade 5	20.00	19.32	25.00	50.59	51.14	42.86	29.41	29.55	32.14
Grade 6	25.00	25.29	30.95	59.52	48.28	45.24	15.48	26.44	23.81
All Grades	28.48	26.69	29.41	51.21	48.68	48.61	20.30	24.63	21.98

Conclusions based on this data:

1. Overall, the percentage of students who reached Standards Exceeded and Standards Met increased slightly. It went from a total of 49.85% to 52.33%.
2. The percentage of students in the Above Standard increased slightly in all three of claim areas.
3. Our weakest claim area continues to be in Problem Solving & Modeling/Data Analysis, where 24.05% of our students were Above Standard.

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	*	*	*	*	*	*	*	7
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	4
Grade 6	*	*	*	*	*	*	*	*
All Grades							42	37

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	54.76	32.43	*	40.54	*	18.92	*	8.11	42	37

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*		*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	59.52	43.24	*	35.14	*	13.51	*	8.11	42	37

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*		*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*		*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	40.48	16.22	*	40.54	*	37.84	*	5.41	42	37

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	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	57.14	35.14	35.71	54.05	*	10.81	42	37	

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	
4	*	*	*	*	*	*	*	*	
All Grades	69.05	54.05	*	35.14	*	10.81	42	37	

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	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	35.71	18.92	38.10	67.57	26.19	13.51	42	37	

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	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	50.00	32.43	30.95	59.46	*	8.11	42	37

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 11 or fewer students had tested.

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	8.2	27.1	47.1
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
587	36.6	7.5	0.5

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	44	7.5
Foster Youth	3	0.5
Homeless	18	3.1
Socioeconomically Disadvantaged	215	36.6
Students with Disabilities	68	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	4.6
American Indian	2	0.3
Asian	19	3.2
Filipino	28	4.8
Hispanic	260	44.3
Two or More Races	18	3.1
White	228	38.8





Conclusions based on this data:

1. The total student population was 587.
2. Nearly 37% of the student population qualifies for free or reduced meals.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="224 432 441 457">English Language Arts</p>  <p data-bbox="295 508 370 533">Green</p>	<p data-bbox="704 432 915 457">Chronic Absenteeism</p>  <p data-bbox="776 508 850 533">Yellow</p>	<p data-bbox="1205 432 1373 457">Suspension Rate</p>  <p data-bbox="1243 508 1331 533">Orange</p>
<p data-bbox="266 632 399 657">Mathematics</p>  <p data-bbox="295 707 370 732">Green</p>		

Conclusions based on this data:

1. Both Language Arts and Math student academic performances are in the green band indicating that performance is strong and students are continuing to perform at or above standard.
2. Chronic absenteeism is in the yellow band indicating that attendance is an area identified for improvement.

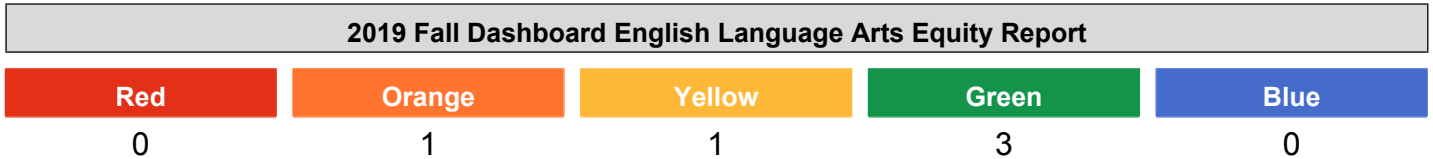
School and Student Performance Data

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>29.4 points above standard</p> <p>Increased ++4.8 points</p> <p>307</p>	<p>English Learners</p> <p>Orange</p> <p>21.7 points below standard</p> <p>Maintained -2.7 points</p> <p>36</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>29 points below standard</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>13.7 points above standard</p> <p>Increased ++11 points</p> <p>126</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>61.5 points below standard</p> <p>Increased Significantly ++16.3 points</p> <p>55</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.5 points above standard Increased Significantly ++17.3 points 17	 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 10	 No Performance Color 73.8 points above standard Increased Significantly ++18.9 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.1 points above standard Increased ++5.1 points 132	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 33.9 points above standard Maintained -2 points 125

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
94.5 points below standard Declined -14.2 points 15	30.4 points above standard Maintained -0.8 points 21	36.9 points above standard Increased ++6.5 points 264

Conclusions based on this data:

- English Learner and Homeless student groups scored below standard.
- Students with disabilities student group increased their points, but are still far below standard.

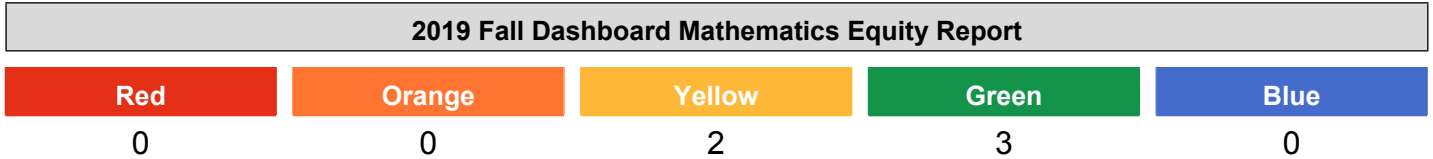
School and Student Performance Data

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>3.2 points above standard</p> <p>Increased ++8.6 points</p> <p>307</p>	<p>English Learners</p> <p>Yellow</p> <p>34.1 points below standard</p> <p>Increased Significantly ++22.9 points</p> <p>36</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>36.1 points below standard</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>12.1 points below standard</p> <p>Increased Significantly ++18.1 points</p> <p>126</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>77.5 points below standard</p> <p>Increased Significantly ++37 points</p> <p>55</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.5 points below standard Increased ++7.2 points 17	 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 10	 No Performance Color 55.3 points above standard Increased Significantly ++29.2 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.8 points below standard Increased ++11.7 points 132	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Green 10.5 points above standard Maintained -0.2 points 125

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
84.2 points below standard Increased Significantly ++36.2 points 15	1.7 points above standard Increased ++6.8 points 21	9.4 points above standard Increased ++7.4 points 264

Conclusions based on this data:

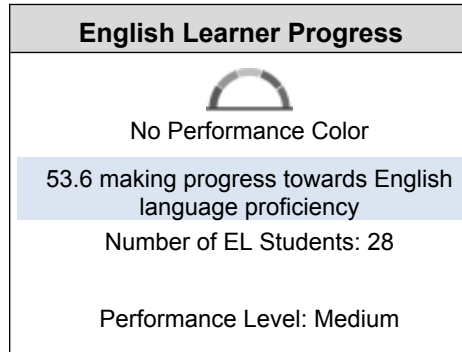
- English Learner student group had a marked increase in points, but are still below standard.
- No student groups scored in the red or orange bands in mathematics performance.

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
28.5	17.8	21.4	32.1

Conclusions based on this data:

1. There were a total of 28 English Learners.
2. Nine students progressed at least one ELPI level.
3. Eight students decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career

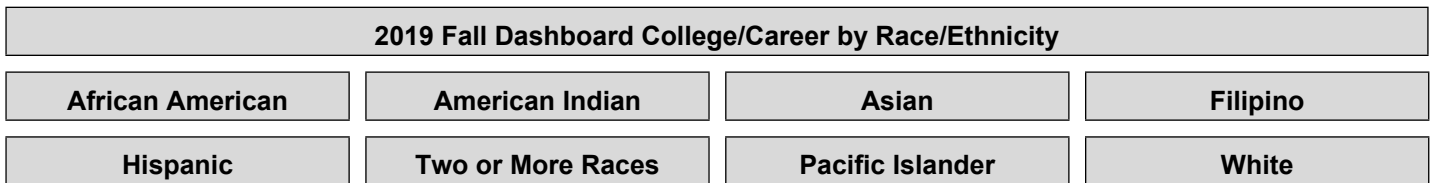
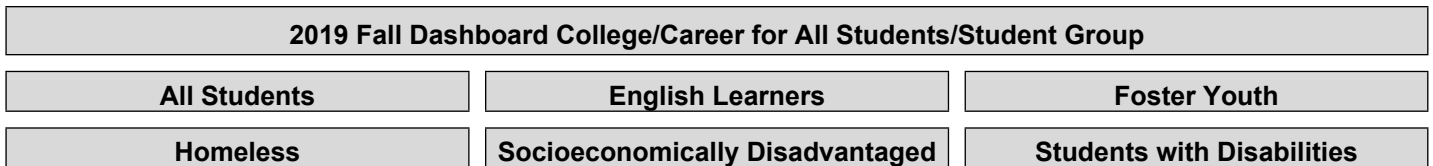
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

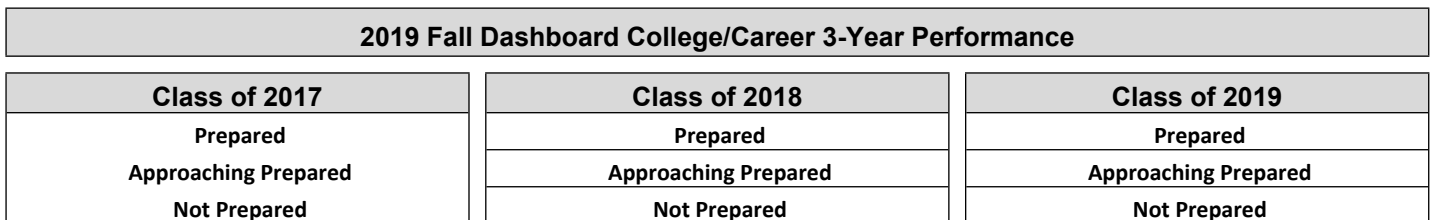
This section provides number of student groups in each color.



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.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 7.6 Maintained -0.2 605	 Green 4.3 Declined -13.1 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 11.5 Declined -7.2 26	 Yellow 10 Maintained +0.4 241	 Green 9.6 Declined -4.3 83

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.8 Maintained -0.3 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 9.5 Declined -3.5 21	 No Performance Color 3.6 Maintained +0.1 28
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.9 Declined -0.8 273	 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.1 Increased +0.9 231

Conclusions based on this data:

- Overall, chronic absenteeism has maintained in performance. Attendance will continue to remain a focus for improvement.

School and Student Performance Data

Academic Engagement Graduation Rate

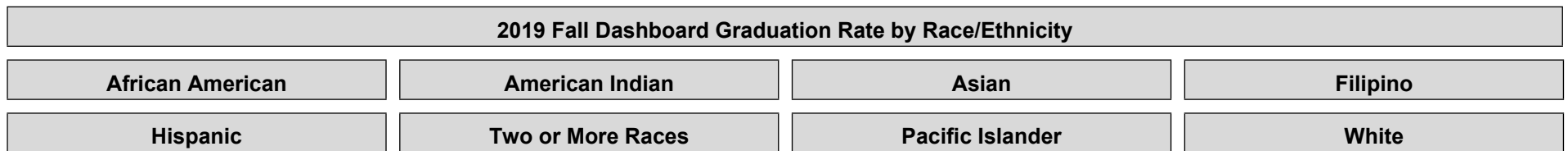
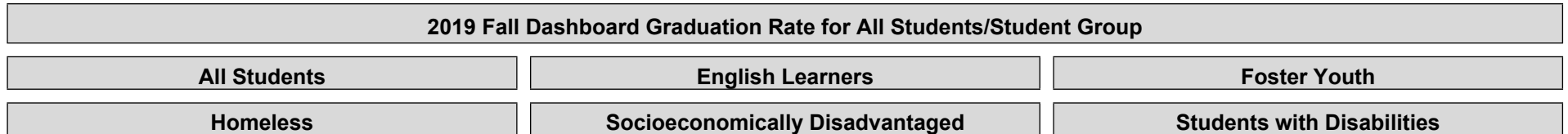
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

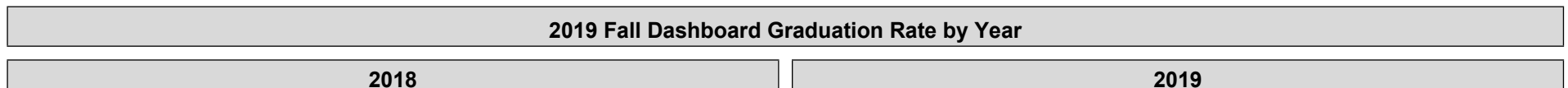
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



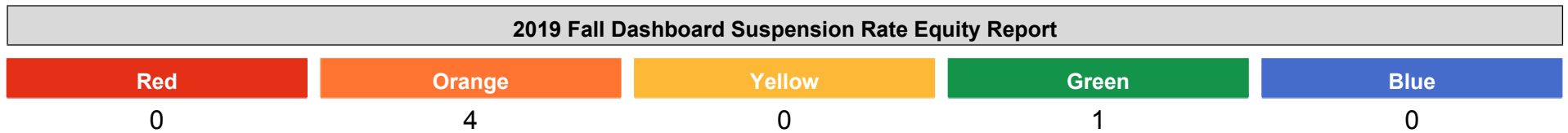
Green



Blue

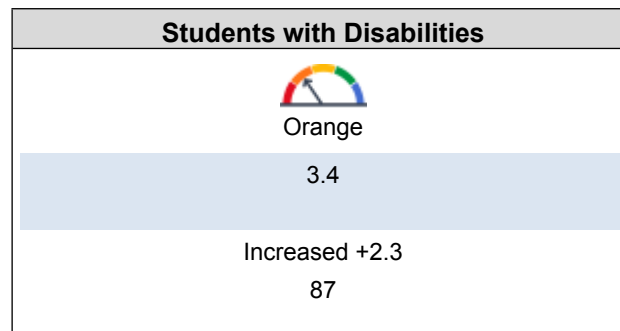
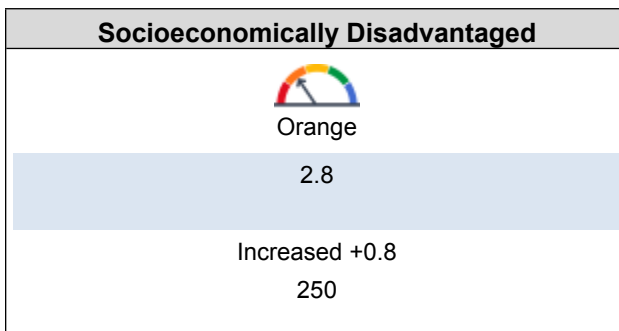
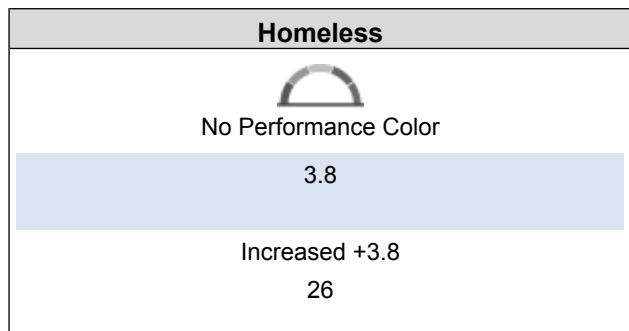
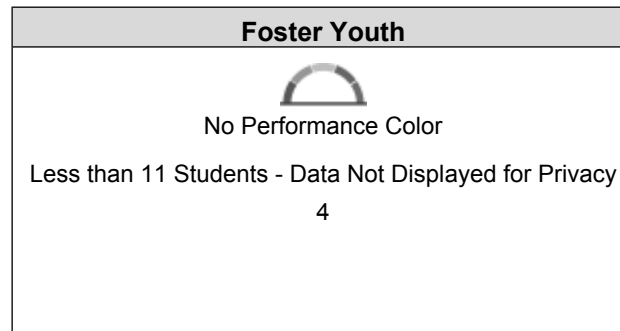
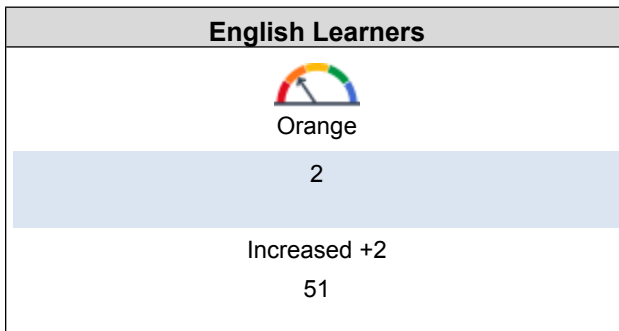
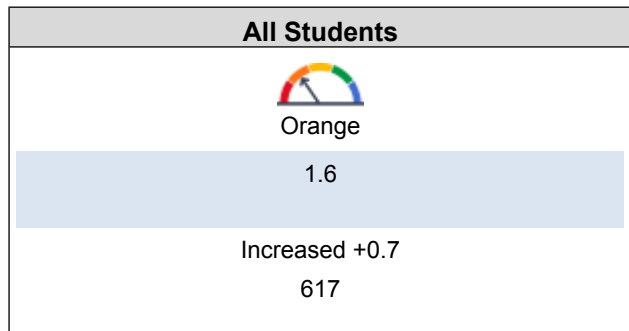
Highest Performance

This section provides number of student groups in each color.










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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p align="center"> No Performance Color</p> <p align="center">7.4</p> <p align="center">Increased +3.4 27</p>	<p align="center">American Indian</p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not 4</p>	<p align="center">Asian</p> <p align="center"> No Performance Color</p> <p align="center">0</p> <p align="center">Declined -4.3 21</p>	<p align="center">Filipino</p> <p align="center"> No Performance Color</p> <p align="center">3.6</p> <p align="center">Increased +3.6 28</p>
<p align="center">Hispanic</p> <p align="center"> Green</p> <p align="center">0.7</p> <p align="center">Maintained 0 281</p>	<p align="center">Two or More Races</p> <p align="center"> No Performance Color</p> <p align="center">0</p> <p align="center">Maintained 0 25</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p> <p align="center"> Orange</p> <p align="center">2.2</p> <p align="center">Increased +1.3 231</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	1.6

Conclusions based on this data:

1. The suspension rate for all students was 1.6.

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, and LCAP survey results, Williams Compliance Quarterly Report
Findings from the Analysis of this Data:
Overall attendance rate: 96.3%; Eighteen students participated in counseling; monthly safety drills were conducted; 10% of EL parents attended ELAC meetings; "0" findings on Williams Compliant quarterly report
How the School will Evaluate the Progress of this Goal:
Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys

Strategy:
1. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase instructional materials.	8/2020 to 6/2021	Administrators	supplies	4000-4999: Books And Supplies	LCFF-Base	10151.21
			supplies	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	5561.01

Strategy:

2. 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. Conduct monthly safety walks.	7/2020 to 6/2021	Administrators, custodians	No cost			0

Strategy:

3. Provide yard supervisor training and review safety handbook.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Maintain Noon Supervisor schedule	8/2020 to 6/2021	Administrators	No Cost			0
B. Provide training on minimum days	8/2020 to 6/2021	Administrators	No Cost			0

Strategy:

4. Conduct annual safety drills.

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

A. Conduct monthly drills	8/2020 to 6/2021	Administrators	No Cost	0
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Strategy:

5. Regularly monitor attendance of all students, especially unduplicated student population, and provide incentives to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Site will provide an extra 1.5 hour Office Assistant to communicate with parents and verify absences.	8/2020 to 6/2021	Administrators	Office Assistant: Bilingual	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	2196.69
			Office Assistant: Bilingual	3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	675.94
			Office Assistant: Extra time	2000-2999: Classified Personnel Salaries	LCFF-Base	3945.91
			Office Assistant: Extra time	3000-3999: Employee Benefits	LCFF-Base	1214.19
B. Purchase postage to communicate attendance concerns to families.	8/2020 to 6/2021	Administrators	postage	5900: Communications	LCFF-Base	200.00
C. Purchase office supplies to support communication.	8/2020 to 6/2021	Administrators	office supplies	4000-4999: Books And Supplies	LCFF-Base	500.00
D. District purchases monthly dog-tags to give out for perfect attendance	8/2020 to 6/2021	Principal, Assistant Principal, Staff	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. For ELA, 70% of our students will score in the Standards Exceeded and Standards Met combined. Which is an increase of 10%. For Math, 60% of our students will score in the Standards Exceeded and Standards Met combined, which is an increase of 10%. All students will show one years growth in reading as indicated by the STAR reading GE. 70% of students will score at grade level on District Benchmarks; both ELA & Math. All EL students will improve one level as indicated on annual ELPAC scores.
Data Used to Form this Goal: CAASPP Results, STAR Reading Assessments, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans
Findings from the Analysis of this Data: Overall, the percentage of the number of students in the Standard Not Met and Standard Nearly Met decreased. The percentage of students in the Above Standard increased in three of the four claim areas. Our weakest claim area is in Listening, where 27.88% of our students are above standard. The percentage of students in the Standards Exceeded and Standard Met performance bands increased in Mathematics for all grade levels. The percentage of students in the Above Standard increased in all three of claim areas. Our weakest claim area is in Problem Solving & Modeling/Data Analysis, where 27.58% of our students were above standard.
How the School will Evaluate the Progress of this Goal: Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

Strategy:

1. Provide professional development to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development to staff	9/2020 to 6/2021	Administrators	(Low Performing Block Grant)			0

Strategy:

2. Provide supplementary and/or digital standards based materials to assist with intervention and enrichment programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide materials for intervention and enrichment	8/2020 to 6/2021	Administrators	Computer related supplies	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2775.62
			Brain Pop Subscription:	4000-4999: Books And Supplies	District Funded	0.00
			Handwriting without tears	4000-4999: Books And Supplies	District Funded	0.00
			Imagine Learning	4000-4999: Books And Supplies	District Funded	0.00
			Intervention Materials	4000-4999: Books And Supplies	Misc. Grants	19671

Strategy:

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

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

A. Provide teachers with opportunities to collaborate on professional responsibilities by providing input in the school's plan, participating in SSC, Leadership, etc.	8/2020 to 6/2021	Administrators, teachers	Extra hourly duty	1000-1999: Certificated Personnel Salaries	LCFF-Base	2000.00
			Benefits	3000-3999: Employee Benefits	LCFF-Base	439.00

Strategy:

4. Provide additional instructional minutes to deliver an intensive instructional program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide before or after school tutoring	10/2020 to 5/2021	Administrator, teachers	extra hourly	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	2500.00
			extra hourly	3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	548.75

Strategy:

5. Provide instruction, support and/or intervention in core subjects at the site level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Maintain a Curriculum Specialist at the site	8/2020 to 6/2021	Administrators	curriculum specialist	2000-2999: Classified Personnel Salaries	LCFF-Base	14522.51
			curriculum specialist	3000-3999: Employee Benefits	LCFF-Base	1248.94
B. Coordinate extra support during testing	5/2021	Administrators	extra hourly	2000-2999: Classified Personnel Salaries	LCFF-Base	250.00
			extra hourly	3000-3999: Employee Benefits	LCFF-Base	21.50

C. Provide substitutes to support teachers during trimester assessments	10/2020 to 6/2021	Administrators	substitute support	1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	2000.00
			substitute support	3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	439.00
D. Provide instructional support for designated ELD through the use of an Instructional Aide.	8/2020 to 6/2021	Administrators	IA support	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	4441.43
			IA support	3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	381.96
E. Provide instructional support for combo classes through the use of an Instructional Aide	8/2020 to 6/2021	Administrators	IA support	2000-2999: Classified Personnel Salaries	LCFF-Base	8248.38
			IA support	3000-3999: Employee Benefits	LCFF-Base	709.36

Strategy:

6. Purchase materials for visual and performing arts (VAPA) plan which focuses on arts integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize Cultivating Creative Minds to support implement of Visual and Performing Arts.	9/2020 to 6/2021	Administrators	Enrichment time	5800: Professional/Consulting Services And Operating Expenditures	PTA	3405.00

Strategy:

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

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

A. 1st-6th grade teachers will provide a minimum of 200 minutes of P.E. every two weeks.	8/2020 to 6/2021	Administrators, teachers	no cost	0
B. Teachers of kindergarten students will implement fine and gross motor activities in their daily lessons.	8/2020 to 6/2021	Administrators, teachers	no cost	0

Planned Improvements in Student Performance

School Goal #3

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

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

Strategy:
1. Increase online communication for parents and the broader community through the use of our school websites.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Maintain school websites	8/2020 to 6/2021	Administrators	No Cost			0

B. Provide information and updates to families on a weekly basis	8/2020 to 6/2021	Administrators, teachers	Parent Square	5000-5999: Services And Other Operating Expenditures	District Funded	0
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Strategy:

2. Increase efforts to promote parental input through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. All parents will maintain regular communication with teachers and/or schools through the use of Parent Square, flyers, notes home, phone calls, website and Instagram.	8/2020 to 6/2021	Administrators, Staff	Parent Square	5000-5999: Services And Other Operating Expenditures	District Funded	0
B. The site will provide after school parent trainings during weekly Coffee with the Principal to increase student achievement and parental involvement.	8/2020 to 6/2021	Administrators	No Cost			0
C. Present relevant information at PTA, SSC, and ELAC meetings.	8/2020 to 6/2021	Administrators	No Cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize site translator services	8/2020 to 6/2021	Administrators	translator as needed	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	100.00
			translator as needed	3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	8.60

Strategy:

4. Increase parent participation at District wide events (i.e. Estrella Awards, STEAM Expo, GATE, Parent Nights, District GATE Night, DELAC, and Young Authors, Coffee with Superintendent, District Conference, School Site Council and ELAC Summits, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Send invitations to families for events and programs	8/2020 to 6/2021	Administrators, teachers	No cost			0
B. Include District events in weekly Parent Square message and on Instagram to families	8/2020 to 6/2021	Administrators	No cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings.	8/2020 to 6/2021	Administrators, Teachers	Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF-Base	1000.00
			Extra Hours	3000-3999: Employee Benefits	LCFF-Base	209.00

Strategy:

6. Support parents through relevant topics including AERIES parent portal

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Computer for parent use is available in the office	8/2020 to 6/2021	Administrators	No Cost			0

B. Provide training to new families and updates to families that have been in the district	8/2020 to 6/2021	Administrators	No Cost	0
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Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Coordinate the 6th grade spring field trip to the feeder junior high school.	8/2020 to 6/2021	Administrators, teachers	No Cost			0

Strategy:

8. Support the District's Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in and out of school, as well as, partner with William S. Hart School District to plan and host a 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 families of resources and opportunities to as needed	8/2020 to 6/2021	Administrators	No Cost			0

Strategy:

9. Support new parent orientation meetings with the District 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. Host the New Family Open House.	1/2021	Administrators	No Cost			0
B. Coordinate kindergarten and transitional kindergarten orientations	8/2020 to 6/2021	Administrators	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:
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.
SCHOOL GOAL #4:
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.
Data Used to Form this Goal:
Surveys, Counseling attendance sheets, Discipline reports
Findings from the Analysis of this Data:
Increase from 62% to 75% of student's shared high levels of connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 77% of parents reported that school's behavioral program positively impacted their child
How the School will Evaluate the Progress of this Goal:
Monitor discipline records, counseling attendance; conduct surveys

Strategy:
1. Increase students positive relationships and safety in school

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

A. Increase students reporting positive relationships.	8/2020 to 6/2021	Administrators	Postage for recognition to build positive relationships	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1000.00
B. Administer the CA Healthy Kids Survey (CHKS) and the Student LCAP Survey.	4/2021-5/2021	Administrators, teachers	No cost			0
C. Purchase supplies for the health care office	8/2020 to 6/2021	Administrators	supplies	4000-4999: Books And Supplies	LCFF-Base	200.00
D. Purchase custodial supplies	8/2020 to 6/2021	Administrators	supplies	4000-4999: Books And Supplies	LCFF-Base	6500.00

Strategy:

2. Increase 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. Encourage family participation of surveys	4/2021 to 6/2021	Administrators, teachers	no cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide small group counseling for identified students to support their social and academic success in school.	9/2020 to 6/2021	Administrators, teachers, counselor	Counseling Services	5000-5999: Services And Other Operating Expenditures	District Funded	0.00

Strategy:

4. Implement positive academic and behavioral programs that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase incentive items for reading program.	11/2020 to 6/2021	Administrators	medals, pins, trophies	4000-4999: Books And Supplies	PTA	1000.00

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:
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	828
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	641
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	105
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	64
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	1,119
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,090

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	3,871
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries		37,109
				3000-3999: Employee Benefits		3,206
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	5,469
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,128
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	8000
Provide supplementary digital materials: Imagine Learning	August 2018 to June 2019	Educational Services Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	35,550
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	7,742
Provide Instructional Coach TOSA	August 2018 to June 2019	Educational Services	Two Instructional Coaches (TOSAs)	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	17,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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	26
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-Base	52360.00	0.00
LCFF- Supplemental/Concentration	21629.00	0.00
PTA	4405.00	0.00
Misc. Grants	19671.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	21,629.00
LCFF-Base	52,360.00
Misc. Grants	19,671.00
PTA	4,405.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	7,500.00
2000-2999: Classified Personnel Salaries	33,704.92
3000-3999: Employee Benefits	5,896.24
4000-4999: Books And Supplies	46,358.84
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating	3,405.00
5900: Communications	200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	4,500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	6,738.12
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	2,054.25
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	8,336.63
1000-1999: Certificated Personnel Salaries	LCFF-Base	3,000.00
2000-2999: Classified Personnel Salaries	LCFF-Base	26,966.80
3000-3999: Employee Benefits	LCFF-Base	3,841.99
4000-4999: Books And Supplies	LCFF-Base	17,351.21
5000-5999: Services And Other Operating	LCFF-Base	1,000.00
5900: Communications	LCFF-Base	200.00
4000-4999: Books And Supplies	Misc. Grants	19,671.00
4000-4999: Books And Supplies	PTA	1,000.00
5800: Professional/Consulting Services	PTA	3,405.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,444.95
Goal 2	63,602.45
Goal 3	1,317.60
Goal 4	8,700.00

Annual Evaluation

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

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

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

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

Questions for SPSA Annual Evaluation

Plan Priorities

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

Identify the major expenditures supporting these priorities.

Plan Implementation

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

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

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

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

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

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

Strategies and Activities

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

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

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

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

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

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

How was the plan monitored during the school year?

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

Outcomes

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

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

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

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

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stephanie Cruz, Principal	X				
Kevin Glasgow, Parent				X	
Melissa Day, Parent				X	
Apryl Reaber, Parent				X	
Elizabeth Santos, Parent				X	
Sarah Kline, Parent				X	
Christine Ward, Teacher		X			
Jennifer Rayl, Teacher		X			
Geneen Caskey, Teacher		X			
Kristie Cooper, Classified			X		
Numbers of members of each category:	1	3	1	5	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Teachers

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 9/18/19.

Attested:

Stephanie Cruz

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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Attested:

Stephanie Cruz

Typed Name of School Principal

Stephanie Cruz

Signature of School Principal

11/9/20

Date

Kevin Glasgow

Typed Name of SSC Chairperson

Kevin Glasgow

Signature of SSC Chairperson

11/9/2020

Date