The School Plan for Student Achievement

School: Mitchell Community School

CDS Code: 19-65045

District: Sulphur Springs Union School District

Principal: Mrs. Gretchen Lupica

Revision Date: October 13, 2020

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

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

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

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School Vision and Mission

Mitchell Community School's Vision and Mission Statements
The Vision of the Sulphur Springs School District is to empower all students through a relevant personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be creative innovators.

The mission of Mitchell Community School is to empower students to become lifelong learners and responsible citizens in a global community.

We strive to meet the diverse educational needs of our students in a safe, supporting environment that fosters responsibility, motivation and excellence in learning. We believe that in order to meet these needs, all stakeholders should embody the Core Values of Respect, Collaboration, Trustworthiness, Responsibility, and Lifelong-Learning.

School Profile

Mitchell Community School is a true community school nestled in the Sierra Estates neighborhood in the foothills of Santa Clarita, California, about 40 miles northeast of Los Angeles. Mitchell Community School is a Title 1 school that currently educates 650 students on a traditional calendar from Transitional Kindergartners to 6th graders. We have 22 classrooms and 3 Special Day Classes. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist. We have one fully equipped computer lab, 6 mobile computer laptop carts, and a Computer Lab Specialist who works with each class on a weekly basis. Our state of the art science lab is used by all our students, TK-6, including our Special Day Classes on a weekly basis with a Science Lab Assistant who assists teachers with hands-on experiments. Our Bilingual EL Aide supports our English Learners on a regular basis and supports our Spanish speaking families by communicating with them and providing translation when needed. In addition, we have an Intervention Teacher on Special Assignment who works with students at risk in the area of reading.

Our continuing educational goal is to meet the diverse educational needs of all students. Mitchell Community School is a leader among California's elementary schools. We received the California Distinguished School Award in 1995, 2000 and 2006, and were recognized as a 2017 Honor Roll Recipient by the Educational Results Partnership, for making progress in closing the achievement gap . All students are provided a challenging curriculum with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel support student success. The use of technology is integrated throughout the curriculum and enhances school operations. Each classroom is equipped with state of the art technology, including a Smartboard, teacher laptop, teacher iPad, sound system and document camera. Classes continue to receive more technology by adding a second Smartboard and a 1:3 student/iPad ratio. School pride is evident throughout the campus and a sense of family can be felt from the office to the play yard to the classrooms. At monthly assemblies, students are recognized for their accomplishments and achievements. Students and staff are encouraged to wear "spirit wear" during those assemblies, so the sea of blue and yellow on those Fridays is a testament to the school's spirit. Student Council members assist with assemblies and plan different events throughout the school year. Parent support and involvement in all aspects of our school is a proud tradition of the Mitchell Community. Mitchell has a very active PTA who work tirelessly to host many events. Our Mitchell traditions include the Fall Festival and Silent Auction, the Winter Dance, Holiday Boutique, Scholastic Book Fairs, Earth Week, 6th grade Business Day and Student Variety Show. Classroom volunteers are seen working in classrooms throughout the campus and in the office workroom. Parents help support teachers and the school with endless fundraising efforts and through the many school events they host.

Mitchell Community School makes a concentrated effort to ensure that students, parents, and staff feel a sense of belonging. That community involvement is the reason for Mitchell's continued success. Even as our community continues to change and grow, we are confident that our tradition of family will remain strong and help our students "Soar to Success".

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.

<u>Teaching and Learning</u>

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

Our grade-level teams still need to work together more cohesively to create a stronger professional learning community and to foster collective efficacy. Some teams work better than other but we are still working on ensuring that each individual member embodies the Core Values necessary for school success.

Instruction for our English Learners still requires improvement. Teachers need more professional development in understanding the English Language Development Standards and how to effectively provide powerful Integrated and Designated English Language Development instruction.   Additionally, our school needs better ways to progress monitor the instruction for our English Learners.

Another growing population at our site is our Socio Economically Disadvantaged (SED) students. With the help of our District Social Worker, we are continually working to ensure that we are targeting SED students' needs and providing access to resources to families to best support their children.

We have an increasing number of students with socio-emotional issues that need to be met. We are working with our District Office to provide more individual and group counseling, social skills group workshops, and programs of instruction that target socio-emotional skills.

We need to provide more workshops and opportunities in providing strategies for parents to be equal partners in their children's education.

School and Student Performance Data

SBA Results (All Students)

English Language Arts/Literacy

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	94	108	92	93	107	92	93	107	92	98.9	99.1	100
Grade 4	83	96	98	83	96	98	83	96	98	100	100	100
Grade 5	88	89	84	88	89	84	88	89	84	100	100	100
Grade 6	80	93	95	80	93	95	80	93	95	100	100	100
All Grades	345	386	369	344	385	369	344	385	369	99.7	99.7	100

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2443.0	2409.2	2438.6	32.26	23.36	35.87	23.66	24.30	25.00	22.58	14.95	10.87	21.51	37.38	28.26
Grade 4	2471.8	2495.0	2463.5	19.28	37.50	29.59	37.35	27.08	18.37	21.69	19.79	15.31	21.69	15.63	36.73
Grade 5	2526.7	2510.2	2532.1	23.86	21.35	33.33	44.32	34.83	27.38	19.32	22.47	20.24	12.50	21.35	19.05
Grade 6	2526.0	2554.5	2545.4	16.25	22.58	20.00	35.00	41.94	43.16	26.25	19.35	20.00	22.50	16.13	16.84
All Grades	N/A	N/A	N/A	23.26	26.23	29.54	34.88	31.69	28.46	22.38	18.96	16.53	19.48	23.12	25.47

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.63	22.43	41.30	37.63	43.93	34.78	24.73	33.64	23.91
Grade 4	24.10	33.33	27.55	60.24	48.96	44.90	15.66	17.71	27.55
Grade 5	25.00	23.60	33.33	60.23	55.06	46.43	14.77	21.35	20.24
Grade 6	23.75	30.11	26.32	47.50	54.84	50.53	28.75	15.05	23.16
All Grades	27.91	27.27	31.98	51.16	50.39	44.17	20.93	22.34	23.85

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	32.26	17.76	21.74	48.39	44.86	47.83	19.35	37.38	30.43
Grade 4	22.89	31.25	20.41	54.22	54.17	46.94	22.89	14.58	32.65
Grade 5	30.68	32.58	40.48	57.95	41.57	41.67	11.36	25.84	17.86
Grade 6	23.75	38.04	28.42	47.50	40.22	52.63	28.75	21.74	18.95
All Grades	27.62	29.43	27.37	52.03	45.31	47.43	20.35	25.26	25.20

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	20.43	22.43	29.35	67.74	55.14	55.43	11.83	22.43	15.22
Grade 4	20.48	23.96	21.43	63.86	66.67	62.24	15.66	9.38	16.33
Grade 5	25.00	17.98	28.57	65.91	65.17	54.76	9.09	16.85	16.67
Grade 6	15.00	18.28	18.95	70.00	73.12	67.37	15.00	8.60	13.68
All Grades	20.35	20.78	24.39	66.86	64.68	60.16	12.79	14.55	15.45

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	27.96	24.30	27.17	54.84	37.38	42.39	17.20	38.32	30.43
Grade 4	22.89	31.25	24.49	54.22	54.17	39.80	22.89	14.58	35.71
Grade 5	34.09	29.21	38.10	54.55	51.69	42.86	11.36	19.10	19.05
Grade 6	16.25	40.86	23.16	63.75	49.46	64.21	20.00	9.68	12.63
All Grades	25.58	31.17	27.91	56.69	47.79	47.43	17.73	21.04	24.66

Conclusions based on this data:

1. In Grade 3, we had a significant number of increase in students who met or exceeded standards. In Grade 5, we had a small increase in the number of students meeting or exceeding standards. In Grade 4, we had a significant decline in the number of students meeting or exceeding standards, and in Grade 6, we had a slight decline. In reviewing this data, we need to evaluate our instructional program to make sure that our Tier 1 instruction is meeting students' and that we have follow up systems to support students with Tier 2 and Tier 3 needs.

2. Overall, we need to strengthen our writing program. Our performance in writing varies across grade levels, with Grades 5 and 6 showing some strengths on some target areas; however, overall, writing is still not a strength. We need to evaluate our writing program and incorporate more ways to increase writing across the curriculum. Additionally, we need to improve in the area of research and inquiry.

3. Performance for our EL students is extremely low. It is critical that we evaluate our English Learner program and how we are meeting their needs. We need to make adjustments and ensure we are implementing the appropriate research-based strategies for progress monitoring and instruction.

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	94	108	92	93	108	92	93	108	92	98.9	100	100
Grade 4	83	96	98	83	96	98	83	96	98	100	100	100
Grade 5	89	89	84	89	89	84	89	89	84	100	100	100
Grade 6	80	93	95	80	93	95	80	93	95	100	100	100
All Grades	346	386	369	345	386	369	345	386	369	99.7	100	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	2444.2	2414.4	2445.5	21.51	16.67	30.43	31.18	25.00	19.57	32.26	25.00	27.17	15.05	33.33	22.83
Grade 4	2473.8	2483.4	2477.1	12.05	18.75	25.51	36.14	28.13	19.39	33.73	39.58	28.57	18.07	13.54	26.53
Grade 5	2519.0	2508.0	2503.1	25.84	25.84	16.67	25.84	20.22	19.05	22.47	24.72	36.90	25.84	29.21	27.38
Grade 6	2528.3	2538.8	2524.1	23.75	26.88	21.05	20.00	19.35	24.21	30.00	31.18	29.47	26.25	22.58	25.26
All Grades	N/A	N/A	N/A	20.87	21.76	23.58	28.41	23.32	20.60	29.57	30.05	30.35	21.16	24.87	25.47

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	33.33	28.70	34.78	43.01	29.63	42.39	23.66	41.67	22.83
Grade 4	25.30	30.21	37.76	45.78	38.54	26.53	28.92	31.25	35.71
Grade 5	35.96	31.46	25.00	30.34	28.09	33.33	33.71	40.45	41.67
Grade 6	32.50	34.41	27.37	28.75	34.41	40.00	38.75	31.18	32.63
All Grades	31.88	31.09	31.44	37.10	32.64	35.50	31.01	36.27	33.06

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	30.11	25.00	33.70	50.54	39.81	40.22	19.35	35.19	26.09
Grade 4	19.28	26.04	28.57	53.01	48.96	39.80	27.71	25.00	31.63
Grade 5	26.97	24.72	20.24	43.82	44.94	47.62	29.21	30.34	32.14
Grade 6	23.75	23.66	16.84	48.75	44.09	49.47	27.50	32.26	33.68
All Grades	25.22	24.87	24.93	48.99	44.30	44.17	25.80	30.83	30.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	25.81	28.70	40.22	59.14	42.59	35.87	15.05	28.70	23.91
Grade 4	26.51	23.96	28.57	50.60	48.96	36.73	22.89	27.08	34.69
Grade 5	19.10	15.73	14.29	52.81	55.06	55.95	28.09	29.21	29.76
Grade 6	23.75	25.81	25.26	45.00	39.78	41.05	31.25	34.41	33.68
All Grades	23.77	23.83	27.37	52.17	46.37	42.01	24.06	29.79	30.62

Conclusions based on this data:

1. In overall achievement for Math, performance in Math remained stagnant or declined. We need to re-evaluate our instructional program and determine how best are we meeting students' Tier 1, 2, and 3 needs.

2. We need to continue strengthening our instruction in concepts and procedures, problem solving and communicating reasoning.   Our English Learners need the most support in all Math topics, especially concepts and procedures.

3. Students are struggling overall with math language as it relates to problem-solving. We need to continue targeting our EL students, Socio-Economically Disadvantaged and Students with Disabilities. These groups of students are still performing significantly lower than our other students.

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**							
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1459.8	1438.1	1473.5	1442.6	1427.6	1427.6	17	16
Grade 1	1493.1	1501.2	1493.1	1497.5	1492.6	1504.4	23	14
Grade 2	1490.6	1495.2	1488.4	1498.8	1492.2	1491.0	15	18
Grade 3	1484.9	*	1487.5	*	1481.8	*	23	8
Grade 4	1494.8	1517.9	1482.2	1518.1	1507.0	1517.3	11	15
Grade 5	*	*	*	*	*	*	*	9
Grade 6	*	*	*	*	*	*	*	8
All Grades							105	88

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	Overall Language **Percentage of Students at Each Performance Level for All Students**									
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00	*	31.25	*	43.75	*	0.00	17	16
1	65.22	28.57	*	57.14	*	0.00	*	14.29	23	14
2	*	16.67	*	50.00	*	22.22	*	11.11	15	18
3	*	*	*	*	*	*	*	*	23	*
4	*	20.00	*	53.33	*	13.33	*	13.33	11	15
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*		*	*	*	*	*
All Grades	38.10	22.73	33.33	43.18	15.24	27.27	13.33	6.82	105	88

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	64.71	18.75	*	43.75	*	37.50	*	0.00	17	16
1	69.57	35.71	*	50.00	*	7.14	*	7.14	23	14
2	*	38.89	*	38.89	*	11.11	*	11.11	15	18
3	*	*	*	*	*	*	*	*	23	*
4	*	46.67	*	33.33	*	13.33	*	6.67	11	15
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	54.29	34.09	25.71	43.18	11.43	18.18	*	4.55	105	88

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	*	25.00	*	25.00	*	37.50	*	12.50	17	16
1	47.83	35.71	*	28.57	*	21.43	*	14.29	23	14
2	*	5.56	*	50.00	*	22.22	*	22.22	15	18
3	*	*	*	*	*	*	52.17	*	23	*
4	*	6.67	*	46.67	*	26.67	*	20.00	11	15
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	27.62	19.32	27.62	29.55	20.00	35.23	24.76	15.91	105	88

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	82.35	18.75	*	81.25	*	0.00	17	16
1	73.91	64.29	*	28.57	*	7.14	23	14
2	*	44.44	*	44.44	*	11.11	15	18
3	*	*	56.52	*	*	*	23	*
4	*	40.00	*	46.67	*	13.33	11	15
All Grades	55.24	35.23	35.24	53.41	*	11.36	105	88

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	*	12.50	*	68.75	*	18.75	17	16
1	56.52	28.57	*	64.29	*	7.14	23	14
2	*	27.78	*	61.11	*	11.11	15	18
3	52.17	*	*	*	*	*	23	*
4	*	53.33	*	33.33	*	13.33	11	15
All Grades	58.10	35.23	30.48	55.68	11.43	9.09	105	88

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	*	6.25	*	81.25	*	12.50	17	16
1	60.87	57.14	*	28.57	*	14.29	23	14
2	*	11.11	*	66.67	*	22.22	15	18
3	*	*	*	*	56.52	*	23	*
4	*	6.67	*	73.33	*	20.00	11	15
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	30.48	18.18	40.00	61.36	29.52	20.45	105	88

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	*	62.50	*	18.75	*	18.75	17	16
1	*	21.43	47.83	64.29	*	14.29	23	14
2	*	16.67	*	72.22	*	11.11	15	18
3	*	*	47.83	*	*	*	23	*
4	*	6.67	*	80.00	*	13.33	11	15
6	*	*	*	*	*	*	*	*
All Grades	28.57	23.86	49.52	65.91	21.90	10.23	105	88

Conclusions based on this data:

1. On the overall ELPAC, the number of students in Level 1 decreased from 17-18 to 18-19.

2. In the Writing Domain, the percentage of students in Beginning declined over 10 percent from 17-18 to 18-19.

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	19.3	28.4	20.5
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**
655	**53.1**	**14.8**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	97	14.8
Foster Youth	5	0.8
Homeless	24	3.7
Socioeconomically Disadvantaged	348	53.1
Students with Disabilities	83	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	5.3
American Indian	1	0.2
Asian	14	2.1
Filipino	17	2.6
Hispanic	347	53.0
Two or More Races	48	7.3
Pacific Islander	2	0.3
White	189	28.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. We are showing progress in ELA; however, we still need to show growth amongst our English Learners and our Students with Disabilities.

2. Student growth in math has been stagnant. We need to improve our math instruction and ensure that students have a solid conceptual understanding of mathematical practices. We need to provide additional professional development for teachers.

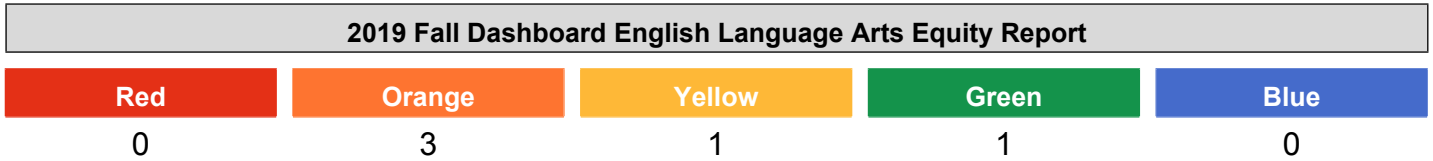3. Daily attendance is still a challenge; we have many students who are chronically absent.

School and Student Performance Data

English Language Arts

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.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	0

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

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
11.7 points above standard	17.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.7 points	Maintained ++2.5 points	1
355	71	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
9.6 points below standard	7.2 points below standard	92.9 points below standard
14	Maintained ++1.5 points	Increased ++5.5 points
	188	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0.4 points below standard	0 Students	62.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -15.5 points		Increased Significantly ++43.5 points	9
22		12	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
9 points below standard	28.1 points above standard	0 Students	35.2 points above standard
Increased ++3.8 points	Declined Significantly -29.9 points		Maintained -0.3 points
181	24		107

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
88.9 points below standard	59.8 points above standard	16.5 points above standard
Declined -11.1 points	Increased ++7.2 points	Maintained -0.7 points
37	34	278

Conclusions based on this data:

1. Our reclassified students increased from 2018 to 2019.

2. The significant subgroups at Mitchell increased or maintained in all areas from 2018 to 2019.
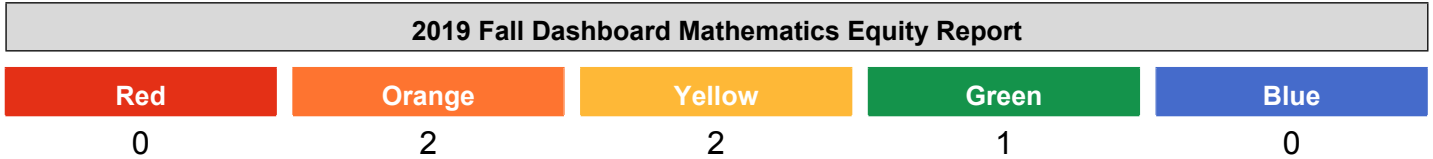
School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
9.9 points below standard	35 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased ++11.3 points	1
355	71	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
26.2 points below standard	30.9 points below standard	109.3 points below standard
14	Maintained ++2.1 points	Increased ++14.4 points
	188	48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
29 points below standard		6.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.5 points		Maintained ++1.8 points	
22		12	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Green
31.3 points below standard	26.9 points above standard		17.7 points above standard
Increased ++6 points	Maintained -1 points		Maintained ++0.9 points
181	24		107

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**
87 points below standard	21.6 points above standard	5.6 points below standard
Increased ++10.3 points	Increased ++3.5 points	Maintained -0.7 points
37	34	278

Conclusions based on this data:

1. Our significant subgroups increased or maintained on the 2019 math portion of the assessment.

2. With the non-significant subgroups showing some decrease, they will continue to be an area of focus.

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

English Learner Progress
No Performance Color
44.1 making progress towards English language proficiency
Number of EL Students: 68
Performance Level: Low
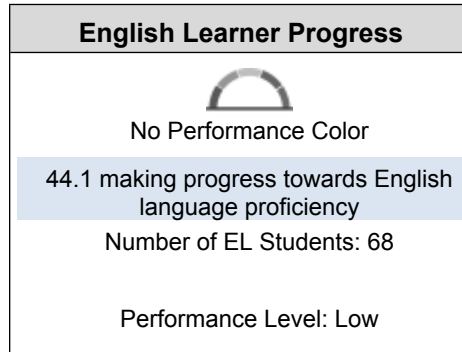
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
29.4	26.4	4.4	39.7

Conclusions based on this data:

1. 44.1 percent of English Learners have made progress towards English Proficiency, with at least 39.7 progressing one level. ELD will continue to be an area of focus.

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.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
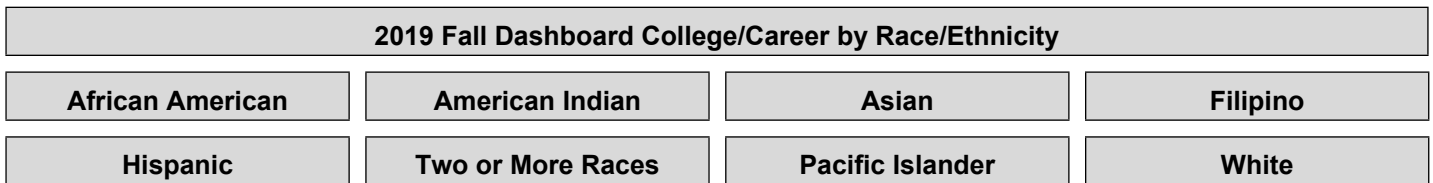### Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	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**
Orange	Green	No Performance Color
10.8	7.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Declined -0.6	
687	104	8
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Green
15.4	12.9	9.1
Declined -4.6	Declined -1.8	Declined -6.7
39	372	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	No Performance Color	No Performance Color
2.6	Less than 11 Students - Data Not Displayed for Privacy	7.1	5.6
Declined -4		Increased +7.1	Declined -4.4
39	1	14	18

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Red	No Performance Color	Orange
12.3	21.2	Less than 11 Students - Data Not Displayed for Privacy	6.7
Declined -1.7	Increased +10.3		Increased +1.2
366	52	2	195

Conclusions based on this data:

1. Though the district focused on absenteeism, the numbers indicate there is still a need for further discussion and support to be given in this area.

2. There will be continue focus on student attendance for the 2020-2021 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

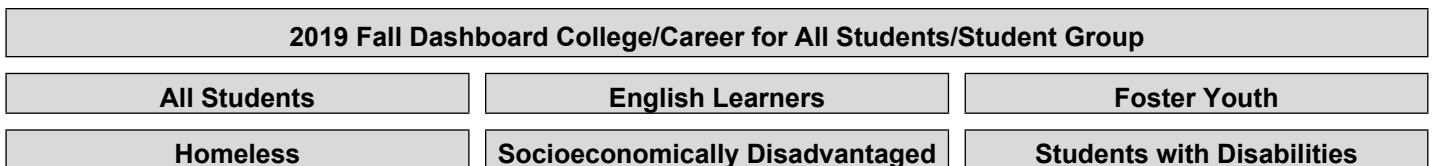The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Highest Performance
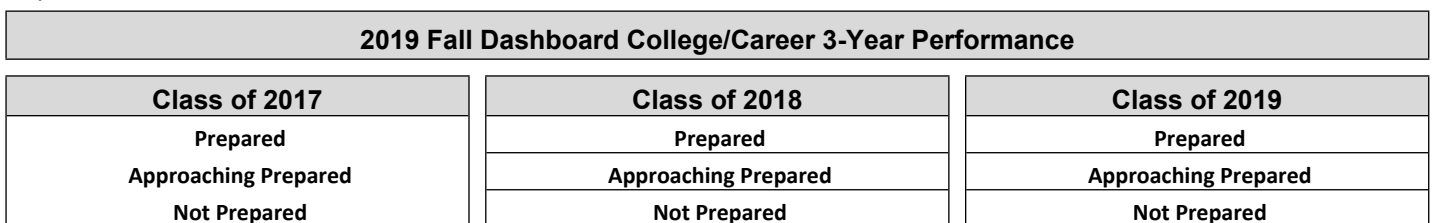
Red   Orange   Yellow   Green   Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
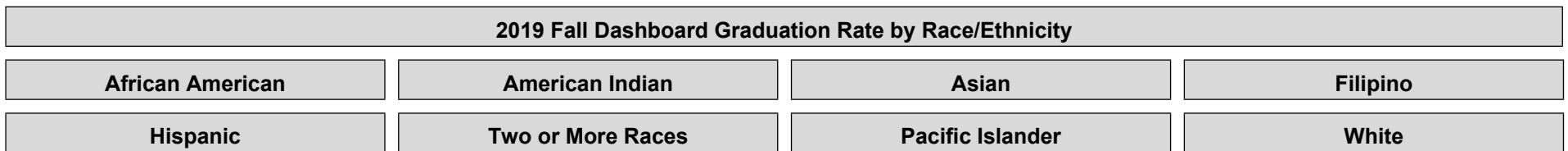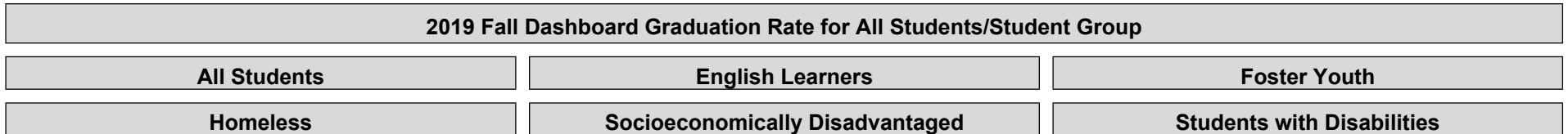
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	2

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

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
0.7	1	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.6	Increased +1	8
694	105	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Green
2.5	0.8	2
Declined -0.4	Declined -0.4	Declined -2.1
40	376	100
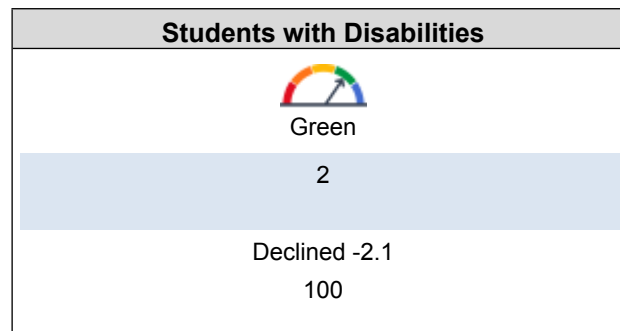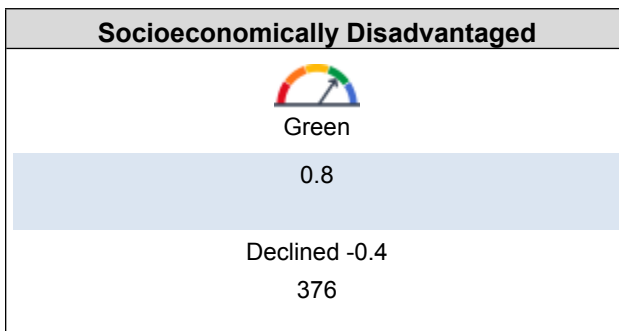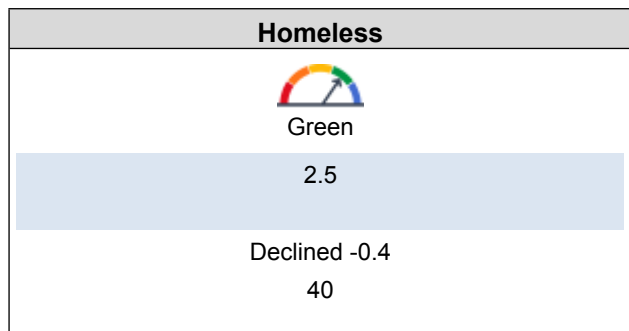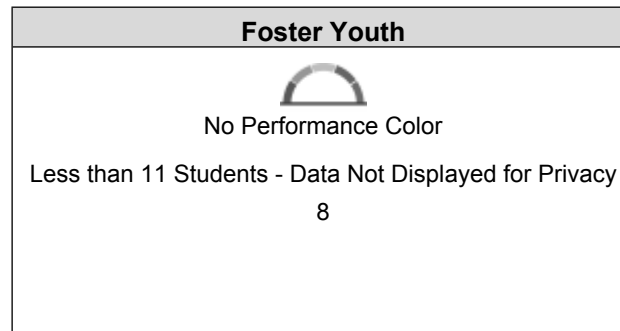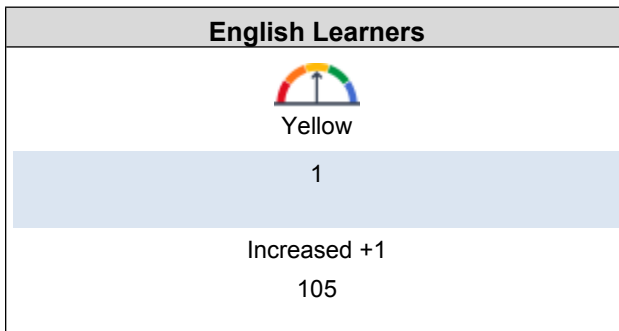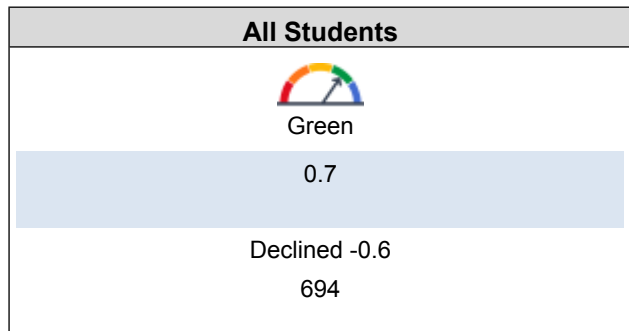
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 1	0	0
Declined -1.8		Maintained 0	Maintained 0
40		14	18

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Blue
0.8	1.9	Less than 11 Students - Data Not Displayed for Privacy 2	0.5
Maintained 0	Declined -2.2		Declined Significantly -1.4
369	53		197

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	0.7

Conclusions based on this data:

1. Further interventions will continue to be done to extend the pattern of the number of suspensions decreasing.

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, SSC meeting agendas, ELAC, Behavior Intervention Data, Attendance from Counseling Sessions, Safety Walks, Leadership Team meetings, Agenda and Minutes from PTA meetings, PD Agendas, Monthly Safety Drills, classified staff schedules, LCAP Survey
Findings from the Analysis of this Data:
All students are receiving instruction from teachers with proper credentials. Teachers are utilizing District-Mandated State Approved materials for all content areas. Regular safety walks ensure that school facilities are in good repair.   Daily ADA averages between 95.2%, attendance can improve to 96-97%.
How the School will Evaluate the Progress of this Goal:
Teacher credentialing data, Monthly Safety Walk Checklist, Daily Attendance Data, Leadership Meeting Agendas and Minutes

Strategy:
1. Recruit 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. Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.	July 2020-June 2021	Principal, District Office	Recruitment - District Funded		District Funded	0

Strategy:

2. Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups, and two days for teacher/parent conferences, and one day 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.All teachers will participate in 3 days of Professional Development in the school year.	August 2020-June 2021	Principal, Teachers, District Office	District Office, Principals	1000-1999: Certificated Personnel Salaries	District Funded	0
B. Provide Professional Development for certificated staff on how best to support Foster Youth.	August 2020-June 2021	Principal, Assistant Principal, District Office				

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
Provide instructional textbook materials for preschool - 6th grade that are standards aligned in all subject areas.	July 2020-June 2021	District, Principal, Teachers, Librarian	Textbooks	4000-4999: Books And Supplies	District Funded	0

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 instructional materials to support the educational program.	August 2020-June 2021	Principal, Teachers, Office Manager	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	17,888.54
			Materials and Supplies	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	4,748.36
			Materials and Supplies	4000-4999: Books And Supplies	Title I	1,941.53
			Materials and Supplies	4000-4999: Books And Supplies	Misc. Grants	4,691.61
B. Purchase Library books, especially non fiction, to support California State Standards	August 2020-June 2021	Principal, Librarian, Office Manager	Library Books	4000-4999: Books And Supplies	PTA	1,000.00

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. Purchase custodial supplies in order to keep a clean and safe environment	July 2020-June 2021	Principal, Office Manager, Custodian	Facilities and Safety	4000-4999: Books And Supplies	LCFF-Base	9,500.00
B. Maintain safe playgrounds and classrooms in good repair by completing safety walks	July 2020-June 2021	Principal, Assistant Principal, Custodial Staff, District Facilities Staff	Facilities and Safety - No Cost	None Specified		0

Strategy:
6. Maintain yard supervisors 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. Create a schedule for noon supervisors to provide effective and efficient supervision.	August 2020-June 2021	Principal, Assistant Principal, Office Manager	Schedules - No Cost	2000-2999: Classified Personnel Salaries	District Funded	0

B. Provide additional training to noon supervisors, as needed.	August 2020-June 2021	Principal, Assistant Principal	Additional Hours for Training	2000-2999: Classified Personnel Salaries	LCFF-Base	900.00
			Benefits	3000-3999: Employee Benefits	LCFF-Base	77.40
C. Increase one yard supervisor's time an additional 15 minutes a day to provide After School supervision	August 2020-June 2021	Principal, Assistant Principal, Office Manager	Additional hours	2000-2999: Classified Personnel Salaries	LCFF-Base	4,892.16
			Benefits	3000-3999: Employee Benefits	LCFF-Base	420.73

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. Implement monthly fire, earthquake and lockdown drills.	August 2020-June 2021	Principal, Assistant Principal, District Office	PDT - No cost			0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Type	Funding Source	Amount
A. Provide an extra 1.5 hour Office Assistant to communicate with parents regarding attendance matters.	August 2020-June 2021	Principal, Assistant Principal, District Office	Office Assistant Hours	1000-1999: Certificated Personnel Salaries	LCFF-Base	5390.00
			Benefits	2000-2999: Classified Personnel Salaries	LCFF-Base	463.54
			Additional Hours	1000-1999: Certificated Personnel Salaries	LCFF-Base	1,200.00
			Additional Hours	3000-3999: Employee Benefits	LCFF-Base	103.20
			Additional Hours	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	300.00
			Additional Hours	3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	25.80
B. Conduct Student Attendance Review Team Meetings (SART) to provide strategies to assist with improving attendance.	August 2020-June 2021	Principal, Assistant Principal	No Site Cost			
C. Adopt two months as Attendance months, in which District will recognize students with good attendance.	September 2020-June 2021	Assistant Superintendent for Pupil Personnel Services, Principal, Assistant Principal	Attendance Incentives, District Funded	4000-4999: Books And Supplies	District Funded	0
D. Implement monthly attendance incentive recognition program (Approx. $2.00 per student)	September 2020-June 2021	Assistant Principal	Attendance Incentives	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	1,200.00
E. Utilize District Social Worker to assist with families with excessive tardies and absences.	September 2020-June 2021	Principal, Assistant Principal, District Social Worker	District Social Worker, No Site Cost	1000-1999: Certificated Personnel Salaries	District Funded	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. Provide transportation to and from school for unduplicated student population living outside allowable zone to walk to school.	August 2020-June 2021	District Transportation Office	Bus Drivers	2000-2999: Classified Personnel Salaries	District Funded	0
				2000-2999: Classified Personnel Salaries	District Funded	0
				3000-3999: Employee Benefits	District Funded	0

| | | | | 5000-5999: Services And Other Operating Expenditures | District Funded | 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 the 2020-21 school year, 100% of TK students will demonstrate proficiency in reading foundational skills on the TK California State Standards and number sense (Mathematics standards 1-7) as measured by TK portfolio testing.

For the 2020-21 school year, 85% of Kindergarten students will be at 1.0 grade level or higher on the STAR Reading Assessment. 80% of Kindergarten students will average 85% or higher on the district Math benchmarks.

For the 2020-21 school year 80% of the 1st grade students will average 85% or higher on the district ELA and Math benchmarks.

For the 2020-21 school year 85% of the 2nd grade students will average 85% or higher on the district ELA and Math benchmarks.

For the 2020-21 school 65% of 3rd grade students will score at Standard Exceeded and Standard Met as measured on the ELA section (increase of 10%) of the CAASPP test. 65% will score at Standard Exceeded and Standards Met as measured on the Math section of the CAASPP test. . (increase 13% from 3rd grade Math 2018 scores)

For the 2020-21 school 66% of 4th grade students will score Standard Exceed and Standard Met at measured on the ELA section of the CAASPP test (increase of 10% from Grade 3 ELA scores).
65% of 4th grade students will score at Standard Exceeded and Standard Met as measured on the Math section of the CAASPP test (increase 13% from 3rd grade Math 2018 scores).

For the 2020-21 school 70% of students will score at Standard Exceeded and Standard Met as measured on the ELA section of the CAASPP test (increase 14% from ELA 2018 scores).
65% of 5th grade students will score at Standard Exceeded and Standard Met as measured on the Math section of the CAASPP test (increase 17% from 4th grade Math 2017 scores).

For the 2020-21 80% of 6th grade students will score at Standard Exceeded and Standard Met as measured on the ELA section of the CAASPP test (increase 12% from 5th grade ELA 2018 scores).
65% of 6th grade students will score at Standard Exceeded and Standard Met as measured on the Math section of the CAASPP test. (increase 14% from 5th grade Math 2017 scores)

Data Used to Form this Goal:

Common Formative assessments,
ELA District Common Assessments
Math District Common Assessments (K-6th)
Foundational Skills Assessments
STAR Reading Assessment
Teacher made/publisher tests (TK-6)
CAASPP assessment data

Findings from the Analysis of this Data:

Our CAASPP results for our 3rd - 6th grade students illustrate a need for targeted math instruction in all classrooms, TK-6th; we need to closely monitor our subgroups, particularly our English Learners, Hispanic/Latino students and African-American students to ensure that we are meeting their needs and they are making progress.

How the School will Evaluate the Progress of this Goal:

Common Formative assessments
ELA District Common Assessments
Math District Common Assessments (K-6th)
Foundational Skills Assessments
STAR Reading Assessment
Teacher made/publisher tests (TK-6)
CAASPP assessment data

Strategy:

1: Provide staff professional development, conferences, and workshops to support the educational program in all content areas, i.e. ELA, ELD, Math, Science etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will meet in grade level teams weekly to refine state standards based curriculum units during Wednesday Grade-Level meetings and Professional Development Wednesdays (PDW)	September 2020-June 2021	Principal, Lead Teachers, Teachers	Professional Development Time, No Cost			0
B. Teachers will participate in bi-weekly Data Talks to analyze data from various systems (Galileo, Illuminate, Accelerated Reader, Imagine Literacy, etc.) and determine implications for instruction.	August 2020-June 2021	Principal, Lead Teachers, Teachers	Professional Development, Grade-Level Team meetings - No Cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
C. Provide professional development on research-based practices, including Depths of Knowledge, standards-based learning targets, data analysis, supporting subgroups (GATE, EL, SWD, Foster Youth), and technology.	August 2020-June 2021	Principal, Teachers, TOSA, District Instructional Staff	PDT - No cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Accelerated Reader and provide AR incentives for students who meet AR goals.	August 2020-June 2021	Principal, District Instructional Services Staff, Teachers, Teacher Trainers	AR - District Funded, No Site Cost	4000-4999: Books And Supplies	District Funded	0
			AR Incentives	4000-4999: Books And Supplies	LCFF-Base	400.00
B.Purchase Nearpod to supplement the instructional program	August 2020-June 2021	Principal, District Instructional Services Staff, Teachers	Program Cost	4000-4999: Books And Supplies	LCFF-Base	3,500.00
C. Purchase Flocabulary to support the instructional program.	August 2020-June 2021	Prinicpal, Lead Teachers, Teachers	Program Cost	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	2,500.00

Strategy:

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

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

A. Grade-Level and Grade-Span teams will meet at least 2x a month to improve student achievement through refining assessments, analyzing authentic assessment data and collaborating on research based practices and programs.	August 2020-June 2021	Principal, Assistant Principal, Lead Teachers	PDT - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
B. Provide time for teachers, as needed to conduct peer observations on successful implementation and best practices for targeting instruction.	August 2020-June 2021	Principal, Assistant Principal, Lead Teachers	Subs to cover classes	1000-1999: Certificated Personnel Salaries	LCFF-Base	1,625.00
				3000-3999: Employee Benefits	LCFF-Base	356.69
C. Teachers will create Common Formative Assessments using Illuminate.	July 2020-June 2021	Principal, District Office	PDT - No Cost		District Funded	0
			Weekly Grade-Level Meetings - No Cost		District Funded	0
D. Leadership team will meet to determine components of intervention program and monitor its effectiveness during the 2020-2021 school year.	August 2020-June 2021	Principal, Lead Teachers	Additional Hours for Meetings	1000-1999: Certificated Personnel Salaries	Title I	3,168.00
			Additional Hours for Meetings	3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	913.12
E. Implement a Multi-Tiered System of Support to determine necessary interventions to meet students academic and behavioral needs	September 2020-June 2021	Principal, Assistant Principal, RTI Team	Subs for Marathon SST Days	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	1,750.00
				3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	384.13
				1000-1999: Certificated Personnel Salaries	Title I	700.00
				3000-3999: Employee Benefits	Title I	153.65

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 to 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. Teachers will provide targeted intervention daily within small group instructional time.	August 2020-June 2021	Principal, District Instructional Staff, Lead Teachers, Teachers	Instructional Program	1000-1999: Certificated Personnel Salaries	District Funded	0
B. Teacher on Special Assignment (TOSA) will provide in school intervention throughout the school year for students not proficient in key math and ELA standards, ensuring equitable access for all high priority students.	August 2020-June 2021	Principal, Assistant Principal, TOSA	TOSA in-school intervention	1000-1999: Certificated Personnel Salaries	Title I	22,279.47
				3000-3999: Employee Benefits	Title I	4,773.75
C. EL Aide to provide additional intervention and support to students in Grades 1-3.	September 2020-June 2021	Principal, Assistant Principal, Teachers, EL Aide	EL Aide in-school intervention	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	13,436.00
				3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	1,155.50
D. Provide after-school intervention for English Learners, LTEL's, Foster Youth and other students in need of academic support.	August 2020-June 2021	Principal, Assistant Principal, Teachers	Additional hours for After School Intervention	1000-1999: Certificated Personnel Salaries	Title I	9,072.00
			Additional hours for After School Intervention	3000-3999: Employee Benefits	Title I	2,829.89

Strategy:

5. Work with District Educational Services 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize Educational Services Program Coordinator to support core instruction, with an emphasis in supporting English Learners and ELD instruction	August 2020-June 2021	Principal, District Instructional Staff, Lead Teachers	PD from Ed Services Coordinator	1000-1999: Certificated Personnel Salaries	District Funded	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. Create a schedule for teachers to administer annual ELPAC.	September 2020-June 2021	Principal, District Instructional Staff, Lead Teachers, Teachers	District Funded			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. Utilize trained staff to administer the Initial ELPAC.	September 2020-October 2021	District Instructional Services Dept.	Administration of Initial ELPAC - District Funded	2000-2999: Classified Personnel Salaries	District Funded	0

Strategy:

8 Provide outside of the school year intervention and enrichment opportunities (Academies 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. Support district provided "outside of the school year" intervention / enrichment academies (Winter and Summer Academies for low income, English learners and Foster Youth, Summer GATE Academy.	August 2020-June 2021	Principal, Teachers	Instructional Program- no cost	0

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. Continue communication and articulation with William S. Hart School District to support students transitioning to Junior High School	August 2020-June 2021	Principal, Ed Services, Teachers	No Cost			0

Strategy:

10. Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students at Leona Cox, Fair Oaks Ranch, Mitchell, and Sulphur Springs Community Schools.

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
A. Assistant Principal to provide targeted support to teachers.	August 2020-June 2021	Principal, Teachers, Curriculum Specialist Intervention TOSA	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	0
				3000-3999: Employee Benefits	District Funded	0

Strategy:

11 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.Continue library resource technician to support unduplicated students' literacy skills to meet grade-level standards.	August 2020-June 2021	Ed Services	District Funded	2000-2999: Classified Personnel Salaries	District Funded	0
				2000-2999: Classified Personnel Salaries	District Funded	0
Provide library schedule for each classroom to visit the library once a week to check out books.	August 2020-June 2021	Principal, Assistant Principal, Library Tech	No Cost			0

Strategy:

12. Teachers on Special Assignment (TOSAs) 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. Utilize District Teachers on Special Assignment (TOSA's) to provide teacher coaching and intervention support for students at risk.	August 2020-June 2021	Principal, Teachers	Coaching for Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
				3000-3999: Employee Benefits	District Funded	0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide art materials and supplies	August 2020-June 2021	Principal, Teachers	Purchase art supplies and materials	4000-4999: Books And Supplies	Misc. Grants	319.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A.Students in Grades 1-6 will participate in a minimum of 200 minutes of P.E. every two weeks	August 2020-June 2021	Principal, Teachers	Instructional program - no cost.	1000-1999: Certificated Personnel Salaries	District Funded	0
B. Purchase Physical Fitness materials for students.	August 2020-June 2021	Principal, Assistant Principal, Teachers, Office Manager	Additional PE Equipment	4000-4999: Books And Supplies	Misc. Grants	500.00

Strategy:

15 Purchase technology and equipment to support the basic program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Chromecarts to move towards a 3 class to one Chromecart cart ratio.	August 2020-June 2021	Principal, Assistant Principal	Chrome Cart Purchase with LPBG	4000-4999: Books And Supplies	Title I	18583.00
B. Provide funds for computer repairs, as needed	August 2020-June 2021	Principal, Assistant Principal, Computer Tech.	Repairs for broken computers	4000-4999: Books And Supplies	LCFF-Base	1500.00
C. Purchase technology (such as headphones and mice) to support student success	August 2020-June 2021	Principal, Assistant Principal, Computer Tech.	Technology add-ons to support access to technology	4000-4999: Books And Supplies	Title I	5,494.71

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide training to staff on supplemental technology materials.	August 2020-June 2021	District EdServices	PDT - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0

B. Purchase devices for unduplicated students to access supplementary materials using technology.	August 2020-June 2021	Principal, Assistant Principal	See funding for Strategy 15, Action A and C	0

Strategy:
17 Provide Computer Assistants, as well as supplemental materials, 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. Purchase Materials and supplies for science labs, computer lab and/or classroom science lessons.	August 2020-June 2021	Principal, District Instructional Staff	See funding for Materials and Supplies, Goal 1, Strategy 4, Action A	4000-4999: Books And Supplies	LCFF-Base	0

Strategy:
18. 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. Maintain full day transitional kindergarten to provide access to strong early childhood programs that will strengthen students' social and academic skills, especially for unduplicated students.	July 2020-June 2021	Assistant Superintendent of Pupil Personnel Services, Principal	TK Teacher	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy:
19. Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.	August 2020-June 2021	Principal, District Instructional Staff	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	0

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Math after-school intervention for students.	October 2020-June 2021	Principal, Assistant Principal, Teachers	After School Intervention; See funding for Goal 2, Strategy 4, Action D	1000-1999: Certificated Personnel Salaries	Title I	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: Student Engagement and Involvement
LEA GOAL:
Parents and community
LCAP GOAL:
All families and the broader community are welcomed and are partners in supporting the whole child.
SCHOOL GOAL #3:
All families and the broader community are welcomed and are partners in supporting the whole child.
Data Used to Form this Goal:
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair
Findings from the Analysis of this Data:
96% of parents reported feeling welcomed, 92% of parents reported being very satisfied with their child's learning experience, 89% of parents reported satisfied with school to home communication systems
How the School will Evaluate the Progress of this Goal:
Monitor Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair

Strategy:
1 Increase communication (i.e. Posters, flyers, website updates, postcards, etc.) for parents and the broader community.

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

			Proposed Expenditure(s)			
A. Regularly update and maintain school site website.	August 2020-June 2021	Principal, Assistant Principal, Office Staff, Teachers, Computer Lab Tech	Family Outreach - no cost			0
B. School will send out weekly ParentSquare messages to families to update them on attendance, school-wide events (phone calls, emails, texts).	August 2020-June 2021	Principal, Assistant Principal, Office Staff, Teachers,	Family Outreach - no cost			0
C. Use "Home and School Connection" and "Let's Do Something" as communication tools to support families.	September 2020-May 2021	Principal, Assistant Principal	Purchase 9 Issues in English and Spanish of Home & School Connection	4000-4999: Books And Supplies	Title I	488.00
			Purchase 5 issues in English and Spanish of "Let's Do Something! At Home Activity Bundle."	4000-4999: Books And Supplies	Title I	150.00

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Organize and conduct an incoming TK and Kindergarten parent meeting/orientation (Spring) to assist the transition from preschool to elementary school.	May/June 2021	Principal, Teachers	School Orientation, Additional hours for K teachers	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	250.00
			Materials for Orientation	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	113.99
B. All parents will have at least monthly communication with teachers and/or schools (Ex. ParentSquare, flyers, notes home, phone calls, etc.)	August 2020-June 2021	Principal, Assistant Principal, Teachers	Family outreach - no cost	0000: Unrestricted	District Funded	0

C. School will send out weekly ParentSquare messages to families to update them on attendance, school-wide events (phone calls, emails, texts).	August 2020-June 2021	Principal, Assistant Principal, Office Staff	Blackboard Messaging system - District funded	0000: Unrestricted	District Funded	0
D. Provide after school and evening parent workshops (technology nights, Family Literacy Nights, Math Nights, etc.) to increase student achievement and parental involvement.	August 2020-June 2021	Principal, Assistant Principal, Teachers	Additional Funding for Teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	1,000.00
E. Provide child care to increase parental participation in after school and evening parent workshops.	August 2020-June 2021	Principal, Assistant Principal, Office Manager	Funding for Child Care	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	300.00

Strategy:

3. Continue to provide translation services to families as needed. (Ex. Spanish, or other language interpreters for for IEPs after school, meetings, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Continue to provide translation services to families as needed (Ex., sign language for IEP's, after school meetings, parent conferences)	August 2020-June 2021	Principal, Classified Staff	Family outreach, translation	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	350.00
				3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	30.10

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A.Present information about academic assessments, performance of all students and subgroups, and how we developed the instructional support plan, at PTA, SSC, and ELAC meetings.	August 2020-June 2021	Principal, Assistant Principal	Present information to stakeholders - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
				1000-1999: Certificated Personnel Salaries	District Funded	0
B. Teachers and classified will provide input in school's plan by participating in School Site Council, Leadership, etc.	August 2020-June 2021	Principal, Assistant Principal, Teachers	Extra Duty for teachers for participation on SSC	1000-1999: Certificated Personnel Salaries	LCFF-Base	3,000.00
				3000-3999: Employee Benefits	LCFF-Base	775.74
			Extra Duty for teachers for participation on SSC	2000-2999: Classified Personnel Salaries	LCFF-Base	168.00
				3000-3999: Employee Benefits	LCFF-Base	25.00
C. Increase participation of families in ELAC.	August 2020-June 2021	Principal, Assistant Principal, EL Aide, District Instructional Staff, Teachers, Parents, Community Members	Phone Calls to Parents, Additional Flyers, Incentive items or meetings (Food, coffee, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	200.00
			Child Care for Meetings	2000-2999: Classified Personnel Salaries	LCFF-Base	300.00

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide training for families on how to access the Aeries Parent Portal.	August 2020-June 2021	Principal, Assistant Principal, Office Staff, Computer Tech, District Pupil Personnel Services	Coffee with the Principal, Parent Workshops	1000-1999: Certificated Personnel Salaries	District Funded	0
				2000-2999: Classified Personnel Salaries	District Funded	0

Strategy:

6 Director of Curriculum and Instruction and Educational Services Program Coordinator support parents of English 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. Encourage families to attend District-Led Parent Workshops by including information in weekly school message.	August 2020-June 2021	Principal, Assistant Principal, District Support Staff	Family workshops, family outreach - no cost			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Regularly communicate with Hart District to support students' transition to junior high	August 2020-June 2021	Principal, Assistant Principal, Teachers	Communication - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
B.Invite Hart District feeder schools to collaborate with families in preparation for successful middle school transition	April 2021	Principal, Assistant Principal, Office Staff	Table for Hart Counselor or Principal - No Cost			0
C. Participate in Sierra Vista and La Mesa Orientations in Spring.	April 2021-June 2021	Principal, Assistant Principal, Office Manager, 6th Grade Teachers	Transportation provide by Hart - No Cost			0
C. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition.	January 2021-June 2021	Principal, Assistant Principal, Office Manager, 6th Grade Teachers, RSP and SDC Teachers	Matriculation Meetings - No cost to school site	1000-1999: Certificated Personnel Salaries	District Funded	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 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. Attend Wellness Collaborative Meetings to support the Family Resource Fair and strengthen partnerships with community organizations.	August 2020-June 2021	Principal	Strengthen partnerships with community organizations	1000-1999: Certificated Personnel Salaries	District Funded	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. Host New Families Orientation in January 2021.	January 2021	Principal, Superintendent, District Staff	Superintendent hosted New Families Orientation	1000-1999: Certificated Personnel Salaries	District Funded	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:
LCAP Goal 4 All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success
SCHOOL GOAL #4:
School Goal 4 All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. During the 2020-2021 school year, the Mitchell community will engage parents in supporting student success, promote attendance, provide training to support students at risk, and provide a safe and healthy learning environment for students to achieve social, emotional and academic success. We strive to reduce office referrals for behavior and maintain and decrease our current suspension rate by 1%.
Data Used to Form this Goal:
Counseling attendance sheets, Discipline reports Parent Surveys Teacher surveys Staff Surveys
Findings from the Analysis of this Data:
As a school, we need to continue to provide a safe and healthy environment for students to achieve social, emotional and academic success. We need to continue to provide professional development to teachers and staff in implementing positive behavior support systems. Additionally, we need to provide workshops for families in assisting their students' success. 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 Parent Surveys Teacher surveys Student surveys Parent Information night sign-in sheets

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. Provide professional development to all staff members, including classified staff members (Yard Supervisors) in positive behavior support.	August 2020-June 2021	Principal, Assistant Principal, Teachers	PDD and PDT - no cost Noon Supervisor Training - see funding for Goal 1, Strategy 6, Action B	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	0
B. Implement School-Wide Positive Behavioral Support System and classroom lessons focused on social skills and Mitchell Core Values.	August 2020-June 2021	Principal, Assistant Principal, Leadership Team	Instructional program - no cost NearPod SEL Lessons, included in Nearpod Funding (Goal 2, Strategy 2, Action D)			0
C. Provide incentives for students for recognized with Caught Being Goods	August 2020-June 2021		Incentives for Caught Being Goods	4000-4999: Books And Supplies	LCFF-Base	100.00

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. Refer students for counseling and socio-emotional support through a Multi-Tiered System of Support.	August 2020-June 2021	Principal, Assistant Principal, Teachers, RTI Team	See funding for subs for SST's, Goal 2, Strategy 3, Action F			0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development and additional support to teachers in addressing students' socio-emotional and academic needs	August 2020-June 2021	Principal, Assistant Principal, Behavior Supervisor, District Social Worker, Program Specialists	PDT Wednesdays - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
			Weekly Grade-Level Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Meet monthly with School Site Council implement feedback regarding increasing school safety.	August 2020-June 2021	Principal, Assistant Principal, Teachers, SSC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				

| B. Provide professional development to support students' behavioral and socio-emotional needs. | August 2020-June 2021 | Principal, Assistant Principal, School Psychologist, Teachers, Behavior Supervisor, District Social Worker | PDT and Grade-Level Meetings - no cost

Weekly Grade-Level Meetings | | | 0

0 |

Strategy:

5. Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kids' Hearts, AR Incentive Programs, Spirit Assemblies, etc.) that promote student engagement, especially English Learners, Low Income students and Foster Youth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development to support students' behavioral and socio-emotional needs.	August 2020-June 2021	Principal, Assistant Principal, School Psychologist, Teachers, Behavior Supervisor, District Social Worker	PDT - No Cost District Behavior Interventionist, District Social Worker- District Funded	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded	0 0
B. Provide incentives for students recognized with Caught Being Goods	August 2020-June 2021	Principal, Assistant Principal, Office Manager	Caught Being Good Notes and Dogtags	4000-4999: Books And Supplies	LCFF-Base	100.00
C. Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while on-line.	August 2020-June 2021	Principal, Assistant Principal, Teachers	Instructional Program - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
D. Grades 4-6 will participate in the Santa Clarita Valley DFY Program	August 2020-June 2021	Principal, Assistant Principal, Teachers, District Staff	District Partnership Grant - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
E. Grade 6 will participate in Tobacco Use and Prevention Education program.	August 2020-June 2021	Principal, Assistant Principal, Grade 6 Teachers, District Staff	District Partnership Grant - No Cost	1000-1999: Certificated Personnel Salaries	District Funded	0
F. Reward students who have met their AR goals with trophies and dogtags.	November 2020-June 2021	Principal, Assistant Principal, Teacher	Trophies and Dogtags	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	1,500.00

G. Staff will attend Capturing Kids Hearts to implement throughout the school year	January 2021-June 2021	Site Administrators Teachers Classified Staff	Capturing Kids Hearts Extra Duty Pay	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	4,096.00
			Low Performing Block Grant for Capturing Kids Hearts Fees	1000-1999: Certificated Personnel Salaries		15,419.00
				2000-2999: Classified Personnel Salaries		
				3000-3999: Employee Benefits		
			Refreshments for Capturing Kids Hearts	4000-4999: Books And Supplies	Misc. Grants	600.00
			Funds Related to Additional Capturing Kids Hearts Fees	5800: Professional/Consulting Services And Operating Expenditures	Misc. Grants	14,000.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Maintain health care plans for students, as needed.	August 2020-June 2021	Principal, Assistant Principal, Office Manager, LVN	Health supplies	4000-4999: Books And Supplies	LCFF-Base	400.00

Strategy:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Work with District Social Worker to partner with community organizations to implement social skills groups and workshops for students and parents.	August 2020-June 2021	Principal, Assistant Principal, District Social Worker	Social Skills Groups, Workshops for Parents and Students			0

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

Planned Improvements in Student Performance

<u>**School Goal #5**</u>

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	53
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	937
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	726
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	119
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	73
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	1,267
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,234

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	4,382
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries		63,109
				3000-3999: Employee Benefits		5,453
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	6,191
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,409
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	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	8,765
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Services	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	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

<u>**Centralized Service Goal #4**</u>

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	54,086.00	0.00
LCFF- Supplemental/Concentration	33,253.00	0.00
Title I	69,634.00	0.00
Misc. Grants	20,110.61	0.00
	15,419.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
	15,419.00
District Funded	0.00
LCFF- Supplemental/Concentration	33,253.00
LCFF-Base	54,086.00
Misc. Grants	20,110.61
PTA	1,000.00
Title I	69,634.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	68,949.47
2000-2999: Classified Personnel Salaries	21,109.70
3000-3999: Employee Benefits	12,024.70
4000-4999: Books And Supplies	77,218.74
5000-5999: Services And Other Operating Expenditures	200.00
5800: Professional/Consulting Services And Operating	14,000.00
None Specified	0.00

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		15,419.00
None Specified		0.00
	District Funded	0.00
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
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	6,096.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	14,386.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	2,508.65
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	10,062.35
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	200.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	12,215.00
2000-2999: Classified Personnel Salaries	LCFF-Base	6,723.70
3000-3999: Employee Benefits	LCFF-Base	1,758.76
4000-4999: Books And Supplies	LCFF-Base	33,388.54
4000-4999: Books And Supplies	Misc. Grants	6,110.61
5800: Professional/Consulting Services	Misc. Grants	14,000.00
4000-4999: Books And Supplies	PTA	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	35,219.47
3000-3999: Employee Benefits	Title I	7,757.29
4000-4999: Books And Supplies	Title I	26,657.24

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,742.87
Goal 2	89,899.20
Goal 3	7,150.83
Goal 4	36,215.00

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.)
Increasing student achievement in ELA and Math

Close the gap between African-American subgroup, Latino/Hispanic subgroup, English Learners, Students with Disabilities and students meeting proficiency

Provide meaningful Response to Intervention in our regular instructional program, as well as through the work of our TOSA and EL Aide

Identify the major expenditures supporting these priorities.
Cultivating Creative Minds (Enrichment) to allow teachers the opportunity to meet in grade-level teams
Teacher on Special Assignment (TOSA) to provide Intervention
EL Aide to provide additional instructional support
Brain Pop
Imagine Math
Intervention Materials, specifically Fountas and Pinnell Leveled Literacy Intervention, LLI, for Tier 3 RTI

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.
Read Naturally Intervention Program
Cultivating Creative Minds (Enrichment) to allow teachers the opportunity to meet in grade-level teams
Intervention Teacher
Sub Coverage for Tier 1 Data Meetings
After School Tutoring using Imagine Math

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.
After School Intervention was provided; however, not all students could attend

What specific actions related to those strategies were eliminated or modified during the year?
Grades 4-6 utilized Imagine Literacy for Intervention, rather than Read Naturally

Identify barriers to full or timely implementation of the strategies identified above.
Having enough trained staff members to provide before and after school intervention; utilizing appropriate research-based intervention materials; providing opportunities for students to receive Tier 3 Intervention during the school day, as many students are unable to stay after school

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Classroom teachers will now provide targeted instruction t using pre-assessment data during their small group instructional time.
After School Intervention will be provided to students using an Explicit Direct Instruction model, rather than an online computerized program.
Grade-levels will participate in an intervention time, in which each teacher works with a specific group of students to target instruction.
TOSA and EL Aide will work with students during the school day through a pull-out or push in model, utilizing Fountas and Pinnell's Leveled Literacy Intervention (LLI) and the SIPPS program for Phonological Awareness.

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?
RFEP's did very well on CAASPP
After School Intervention had minimal impact on helping students make progress
Grade 4 Intervention Model worked well; the number of students meeting or exceeding standards increased

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?
Teacher Grade-Level Meetings during Enrichment Time, using PLC model
Leadership Team Meetings
Tier 1 Data Review Meetings
Grade 4 Intervention model, in which students went to specific teachers for intervention

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Intervention solely reliant on computerized programs (Read Naturally, Imagine Literacy, Imagine Math)

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

X   Not appropriately matched to student needs/student population

X   Other: Computerized program is non-engaging; students benefit from explicit direct instruction from teacher

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

      Eliminating it from next year's plan

X   Continuing it with the following modifications:
      Utilize a research-based intervention program (LLI and SIPPS)
      Utilizing our TOSA and EL Aide to provide systematic research-based intervention
      Professional Development for teachers in providing targeted instruction
      More Data Analysis meetings, including planning with data to determine implications for instruction

Involvement/Governance

How was the SSC involved in development of the plan?
Reviewed and provided feedback

How were advisory committees involved in providing advice to the SSC?
Principal met with individuals on English Learner Advisory Committee (ELAC), Leadership Team, entire Mitchell staff

How was the plan monitored during the school year?
School Site Council met regularly to review strategies, actions and expenditures

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Continue monitoring strategies, actions and expenditures with School Site Council and Leadership Team

Outcomes

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

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Goal 2 - Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments to foster student success. Our students did not meet the following targets:
100% of TK students demonstrating proficiency in reading foundational skills and number sense as measured by TK portfolio testing.
100% of Kinder students at 1.0 grade level or higher on the STAR Reading Assessment; 80% of students averaging 85% or higher on the district Math Benchmarks
80% of students in Grades 1-2 scoring at 85% or higher on the District ELA and Math Benchmarks
65% of Grade 3 students meeting or exceeding standards in ELA and Math as measured on the SBAC

66% of Grade 4 students meeting or exceeding standards in ELA and Math as measured on the SBAC
70% of Grade 5 students meeting or exceeding standards in ELA and 65% of students meeting or exceeding standards in Math
80% of Grade 6 students meeting or exceeding standards in ELA and 65% of students meeting or exceeding standards in Math

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
Provide before or after school tutoring to increase Reclassified Fully English Proficient (RFEP) numbers from previous year. - Not fully implemented

Based on this information, what might be some recommendations for future steps to meet this goal?
Classroom teachers will now provide targeted instruction t using pre-assessment data during their small group instructional time.
After School Intervention will be provided to students using an Explicit Direct Instruction model, rather than an online computerized program.
Grade-levels will participate in an intervention time, in which each teacher works with a specific group of students to target instruction.
TOSA and EL Aide will work with students during the school day through a pull-out or push in model, utilizing Fountas and Pinnell's Leveled Literacy Intervention (LLI) and the SIPPS program for Phonological Awareness

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
Kari Altman				X	
Carrie Cutchall		X			
Jill Forsberg		X			
Patricia Frat				X	
Sheri Hanks		X			
Gretchen Lupica	X				
Evelyn Maldonado				X	
Rob Sinclair				X	
Drew Townsend				X	
Janella Wigdor			X		
Numbers of members of each category:	1	3	2	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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on October 13, 2020.

Attested:

Mrs. Gretchen Lupica
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Mrs. Patricia Frat
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

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Attested:

Mrs. Gretchen Lupica
Typed Name of School Principal   Signature of School Principal   10·13·20 Date

Mrs. Patricia Frat
Typed Name of SSC Chairperson   Signature of SSC Chairperson   10/13/20 Date