

The Single Plan for Student Achievement

School: Valley of Enchantment Elementary School
CDS Code: 36-67868-6036743
District: Rim of The World Unified School District
Principal: Lauren Tovar
Revision Date: 2017-2018

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

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

Contact Person: Lauren Tovar
Position: Principal
Phone Number: (909) 589-0396
Address: 22836 Fir Lane
Crestline CA, 92317
E-mail Address: lauren_tovar@rimsd.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Equity Report.....	13
Status and Change Report	14
Detailed Report	20
Student Group Report	23
Planned Improvements in Student Performance	25
School Goal #1	25
School Goal #2.....	29
School Goal #3.....	31
School Goal #4.....	34
School Goal #5.....	36
School Goal #6.....	37
Centralized Services for Planned Improvements in Student Performance	38
Centralized Service Goal #1	38
Total Expenditures by Funding Source	39
Total Expenditures by Object Type.....	40
Total Expenditures by Goal	41
School Site Council Membership	42
Recommendations and Assurances.....	43

School Vision and Mission

Valley of Enchantment Elementary School's Vision and Mission Statements

Our goal is to empower our students through effective, meaningful, standards-based instruction, and we will do everything we can to ensure that every child demonstrates measurable academic, social and physical growth. We will teach, model, and encourage safe, responsible, and respectful personal conduct and decision-making.

We will focus on a student-centered approach, where the student's individual needs and talents are supported and developed. We will maintain a safe and orderly environment and will challenge the child with high expectations of academic success. As a community-based organization, we value a strong home-school partnership designed to increase the students' successful overall development.

School Profile

Valley of Enchantment Elementary School is part of the Rim of the World Unified School District. It is located in the small mountain resort community of Crestline, approximately 15 miles northeast of San Bernardino. The school maintains high expectations and relies on the cooperative efforts of the teachers, staff, administrators, parents, students, and the community to optimize learning. School activities encourage the interaction between home and school to provide an environment of mutual support for academic achievement.

Valley of Enchantment (VOE) is a public school serving grades TK-5 with an enrollment of approximately 600 students. A rigorous educational program is focused on State Standards, and they are implemented across all grade levels in preparation for the Smarter Balanced Assessment, academic growth, and success in college and career.

The VOE staff collaborates as a strong, professional learning community. Teachers benefit from working with their grade level colleagues, and staff members support one another in order to promote a successful school environment. A Positive Behavior Support program is being developed to encourage positive interactions and reduce the impact of negative behavior incidents. The school has an eSTEM emphasis, incorporating Environmental Science, Technology, Engineering, and Mathematics into all aspects of the curriculum. A major component of the eSTEM program is the emphasis on project-based learning. Valley of Enchantment Elementary School supports numerous school committees and programs which are designed to meet student needs.

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).

Surveys, both formal and informal, are circulated throughout the school year as circumstances warrant.

Classroom Observations

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

Both formal and informal classroom observations are conducted frequently throughout the school year by the principal. Periodically, outside professionals and district personnel conduct walk-through visits of classrooms to provide input and expertise. Evaluation observations are written and discussed with staff members.

Analysis of Current Instructional Program

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

The district uses all mandated state assessment programs to provide the data it needs upon which to make appropriate instructional decisions. The results of all assessments are collected and analyzed by each grade level to determine students' instructional needs. In addition to state assessments, the district implements its own checkpoint exams that are administered throughout the year. The district provides analysis of ongoing trends indicated in the assessment data. Each school site also develops its own approach to analyzing assessment data and to making decisions based on the data. At VOE, we use state and local assessments as the catalyst for faculty and/or grade level meetings, and have implemented Collaborative Planning Teams to analyze student data and provide effective instruction, interventions, and enrichment. Student achievement levels are monitored, approaches to instruction are discussed, and decisions are data-driven.

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

Formal and informal assessments are used to assess student learning and instructional programs. These assessments are frequent, standards-based, curriculum-aligned and consistent across grade levels. Assessment results are then used to inform instruction.

Staffing and Professional Development

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

All faculty meets the requirements for highly qualified status.

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

There are sufficient highly-qualified teachers to meet the staffing needs of the school. Professional Development opportunities are frequent and on-going and contribute to immediate and long-term goals regarding student achievement. VOE staff participates in on-going professional development which focuses on best practices for the classroom, intervention instructional programs, and enrichment.

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

Staff development is tied to content standards achievement, assessments, intervention directions, and professional growth. Teachers meet frequently throughout the year to plan curriculum, develop assessments, analyze data, and develop intervention groups. Meetings are designed for both on-going training and guidance and for collaborative opportunities.

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

Rim district and site provide instructional coaching for on-going support. In addition, periodic instructional coaching in identified areas based upon identified teacher and student needs.

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

Weekly collaboration meetings bring a rich culture of teamwork and unity. This collaboration occurs by grade level, by grade spans, and whole faculty. Shared emphasis on programs to improve student engagement and learning stimulate daily informal collaboration among teachers and administration.

Teaching and Learning

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

The curriculum in all core areas is aligned to the state-adopted Common Core standards. All instructional materials are selected based upon their match to these standards. State adopted curriculum is used along with Common Core materials. The standards-based curriculum and instructional focus on rigorous and equitable instruction for every student is a school-wide focus.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school bell schedule assures adherence to recommended instructional minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is student-driven and grade level standards based, as established by site and district grade level teams. Frequent monitoring of skill attainment ensures that the pacing is geared to student understanding and is adequate to allow for intervention.

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

All student groups have access to standards-based curricular materials. For special needs students and for those needing enrichment, remediation, or second language instruction, materials appropriate to their learning levels are provided. Instruction is differentiated based upon student need identified by individual, class and grade level data. District adopted ELD materials and SRA are used for English Learners, and instruction is based on Language Acquisition levels determined by yearly CELDT assessment and ELPAC assessment.

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)

Instructional materials are aligned to curricular standards. Intervention materials are varied to provide for differentiation and multiple learning opportunities. All materials are approved and standards aligned. Teachers are in the first year of implementation of the newly adopted math curriculum.

Opportunity and Equal Educational Access

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

Under-performing students are provided with the following programs: 1) Classroom small group leveled instruction based on assessments; 2) Targeted teaching team provides additional small group instruction and practice of specific skills-also based on assessments (DIBELS, Running Records, STAR, DRA, CFA); 3) Daily practice on Lexia or Renaissance Learning computer programs; 4) Before and After-school programs that provide tutoring and standards specific remediation and test prep; 5) Remedial support materials directly connected to the standard-based instruction which provide scaffolding and assessment success; 5) Additional remediation opportunities as need arises.

14. Evidence-based educational practices to raise student achievement

All materials and instructional programs are research-based and are intended to raise student achievement.

Parental Involvement

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

VOE maintains a strong effort to provide resources for under-achieving students through: 1) Both systematic and informal parent/teacher communication via email, phone calls, notes, texts, conferences; 2) A variety of focused remedial programs which include: a) small group tutoring, b) after school standards-specific programs, c) community volunteer reading programs, and d) computer-based programs that diagnose deficiencies, and provide remedial materials (Lexia, English In A Flash, Renaissance Learning); 3) Parent education workshops.

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)

Parents and community members participate in funding decision-making through membership on the School Site Council with input from site and district personnel. Teachers and other school personnel advise on appropriate allocation of funding to areas of need. Input from stake holders is sought for expenditures.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1) Computer-based programs that assess functioning levels and provide appropriate practice activities 2) Monitoring of student progress and adapting instruction to meet individual student needs, 3) Interventions; 3) After-school tutoring and enrichment programs; 4) Institutional aide

18. Fiscal support (EPC)

Fiscal support is provided by state and federal funds through district funding protocols, including LCFF, Title I, Lottery, and General Fund accounts.

Description of Barriers and Related School Goals

The geographic and weather conditions of the mountain region in which the district is located have an effect on student availability and transportation issues. Low socio-economic status impacts the stability and resources of some students, and makes it difficult for some students to attend the offered after school intervention and enrichment programs. District-wide declining enrollment has required the consolidation of some programs. VOE is working to increase ADA, but attendance is still a hindrance to success with some families.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	112	109		111	106		111	106		99.1	97.2	
Grade 4	94	109		91	107		91	107		96.8	98.2	
Grade 5	110	98		107	97		107	97		97.3	99	
All Grades	316	316		309	310		309	310		97.8	98.1	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2366.6	2405.5		8	15.09		11	22.64		29	26.42		52	35.85	
Grade 4	2435.2	2433.7		19	16.82		18	15.89		15	20.56		48	46.73	
Grade 5	2476.6	2448.1		14	12.37		26	18.56		23	12.37		36	56.70	
All Grades	N/A	N/A	N/A	13	14.84		18	19.03		23	20.00		46	46.13	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.09		31	42.45		59	42.45	
Grade 4	16	15.89		42	42.06		42	42.06	
Grade 5	19	18.56		44	32.99		37	48.45	
All Grades	15	16.45		39	39.35		47	44.19	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	16.35		49	49.04		44	34.62	
Grade 4	16	16.04		37	46.23		46	37.74	
Grade 5	16	17.53		49	28.87		36	53.61	
All Grades	13	16.61		45	41.69		42	41.69	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	16.98		61	62.26		31	20.75	
Grade 4	9	11.21		74	59.81		18	28.97	
Grade 5	8	8.25		71	54.64		21	37.11	
All Grades	8	12.26		68	59.03		23	28.71	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	16.98		53	58.49		42	24.53	
Grade 4	20	15.89		44	50.47		36	33.64	
Grade 5	21	17.53		58	36.08		21	46.39	
All Grades	15	16.77		52	48.71		33	34.52	

Conclusions based on this data:

1. The staff, School Site Council (SSC) and English Learner Advisory Council (ELAC) all participated in the analysis of the ELA CAASPP data. This analysis was conducted at staff meetings and the regular meetings of the SSC and ELAC. As part of this process, each of these groups provided recommendations regarding school programs and how we can best meet the needs of our students in ELA.

The analysis of the data from the 2016-2017 administration of the ELA CAASPP indicates that although the number of students tested in ELA remained the same from 2015-2016 to 2016-2017, there was a decrease in student achievement. Overall, 3rd grade saw an increase in the percentage of students scoring at Standard Exceeded or Standard Met. However, 4th and 5th grade saw a decline in the percentage of students scoring in these ranges. When analyzing the subsections, the data indicates that 4th and 5th grade saw a decrease in achievement in the areas of Reading, Writing, Listening, and Research/Inquiry. Conversely, 3rd grade saw an increase in students reaching Above Standard or At or Near Standard in all subsections. When tracking the data by grade level. The 2015-2016 3rd grade students demonstrated growth when tested as 4th grade students in 2016-2017. The 2015-2016 4th grade students saw a decrease in the percentage of students scoring in the Standard Exceeded and Standard Met ranges when they were assessed as 5th grade students in 2016-2017.

The 2016-2017 CAASPP administration indicated a continual need to focus on ELA instruction. The data indicates a need for professional development in the areas of best practices and differentiation. In addition, there is a need for additional standards-aligned curriculum and supplemental materials. Further work needs to continue in the implementation of designated and integrated English Language Development to meet the needs of our English Learners. Reading and writing are a major area of concern seeing how they are connected to success in the other content areas. The data indicates a need for resources devoted to provide remediation and enrichment in these areas. Resources need to be allocated towards providing ELA intervention in both reading and writing. Overall, there is a need to provide learning experiences that are standards-based, rigorous, and differentiated to meet individual student needs.

School and Student Performance Data

CAASPP 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	112	109		111	106		111	106		99.1	97.2	
Grade 4	93	109		90	107		90	107		96.8	98.2	
Grade 5	111	98		108	95		107	95		97.3	96.9	
All Grades	316	316		309	308		308	308		97.8	97.5	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2375.2	2412.7		4	7.55		14	31.13		29	28.30		53	33.02	
Grade 4	2433.3	2429.2		8	5.61		17	14.95		38	44.86		38	34.58	
Grade 5	2453.5	2459.4		1	8.42		10	17.89		41	26.32		48	47.37	
All Grades	N/A	N/A	N/A	4	7.14		14	21.43		36	33.44		47	37.99	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	23.58		29	33.96		63	42.45		
Grade 4	12	13.08		30	28.97		58	57.94		
Grade 5	2	18.95		34	26.32		64	54.74		
All Grades	7	18.51		31	29.87		62	51.62		

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	16.04		46	48.11		42	35.85	
Grade 4	9	6.54		49	46.73		42	46.73	
Grade 5	5	12.63		42	38.95		53	48.42	
All Grades	8	11.69		45	44.81		46	43.51	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	19.81		53	50.00		38	30.19	
Grade 4	12	7.48		43	50.47		44	42.06	
Grade 5	3	7.37		41	37.89		56	54.74	
All Grades	8	11.69		46	46.43		46	41.88	

Conclusions based on this data:

1. The staff, School Site Council (SSC) and English Learner Advisory Council (ELAC) all participated in the analysis of the Math CAASPP data. This analysis was conducted at staff meetings and the regular meetings of the SSC and ELAC. As part of this process, each of these groups provided recommendations regarding school programs and how we can best meet the needs of our students in Math.

The analysis of the data from the 2016-2017 administration of the Math CAASPP indicates that although the number of students tested in Math remained the same from 2015-2016 to 2016-2017, there was a decrease in student achievement. Both 3rd and 5th grades saw an increase in students who scored overall Standard Exceeded or Standard Met. The 4th grade saw a decrease in the percentage of students scoring in the same ranges. The data indicates that all grade levels demonstrated growth in the subsection of Concepts & Procedures. Both 3rd and 5th grade demonstrated growth in Problem Solving & Modeling/Data Analysis. All grade levels demonstrated growth in Communicating Reasoning. The 2015-2016 3rd grade students demonstrated overall growth when tested as 4th grade students in 2016-2017. The 2015-2016 4th grade students demonstrated virtually no growth when tested as 5th grade students in 2016-2017.

The data indicates that the implementation of new standards-aligned curriculum has affected overall scores. Continued work needs to occur in differentiation of instruction to meet student needs. This includes both intervention and enrichment. Resources need to be devoted to providing collaboration time for teachers to discuss the new curriculum at grade level meetings and in vertical alignment meetings. There is a need for professional development in the newly adopted curriculum, as well as differentiation. In addition, teacher collaboration time needs to be devoted to discussing how critical thinking skills, communication skills, and mathematics concepts are combined in the new curriculum. The data indicates a continued need for intervention both between the bell and beyond the bell.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				***			***								
1		8		6	67		50	25		38			6		
2	7			36			21	53		36	33			13	
3		7		43	33		36	20		14	27		7	13	
4	7	17		43	25		29	58		7			14		
5	14	21		64	36		14	21		7				21	
Total	5	10		38	31		31	35		20	13		5	10	

Conclusions based on this data:

1. The staff, School Site Council (SSC) and English Learner Advisory Council (ELAC) all participated in the analysis of the Annual CELDT data. This analysis was conducted at staff meetings and the regular meetings of the SSC and ELAC. As part of this process, each of these groups provided recommendations regarding school programs and how we can best meet the needs of our English Learner students.

The majority of English Learner students are scoring in the Intermediate and Early Advanced categories on the CELDT. While instruction will continue to focus on meeting the needs of our Beginning and Early Intermediate students, additional focus will be placed on the students scoring in Advanced and Early Advanced as we move them towards reclassification. There is a need for a standards-aligned ELA curriculum that includes both designated and integrated English Language Development. In addition, the data indicates need for professional development in routines and strategies to improve English Learner reading and writing. Both between the bell and beyond the bell interventions are needed to support all English Learners.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				9			27	43		45	7		18	50	
1		8		12	69		47	23		35			6		
2	7			33			20	47		33	35		7	18	
3		7		47	33		33	20		13	27		7	13	
4	7	17		40	25		27	58		7			20		
5	14	21		64	36		14	21		7				21	
Total	5	8		34	26		29	35		23	13		9	18	

Conclusions based on this data:





1. The staff, School Site Council (SSC) and English Learner Advisory Council (ELAC) all participated in the analysis of the CELDT data. This analysis was conducted at staff meetings and the regular meetings of the SSC and ELAC. As part of this process, each of these groups provided recommendations regarding school programs and how we can best meet the needs of our English Learner students.

The majority of English Learner students are scoring in the Intermediate and Early Advanced categories on the CELDT. While instruction will continue to focus on meeting the needs of our Beginning and Early Intermediate students, additional focus will be placed on the students scoring in Advanced and Early Advanced as we move them towards reclassification. There is a need for a standards-aligned ELA curriculum that includes both designated and integrated English Language Development. In addition, the data indicates need for professional development in routines and strategies to improve English Learner reading and writing. Both between the bell and beyond the bell interventions are needed to support all English Learners.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	5
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	4
Mathematics (3-8)		5	2

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:


1.

School and Student Performance Data








Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		649	High 5.1%	Increased +1.7%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		649	High 5.1%	Increased +1.7%
English Learners		88	High 3.4%	Maintained +0.1%
Foster Youth		11	Very High 9.1%	Increased Significantly +9.1%
Homeless		55	Very High 9.1%	Increased Significantly +6.6%
Socioeconomically Disadvantaged		456	High 5%	Increased +1.3%
Students with Disabilities		107	Very High 8.4%	Declined -0.7%
African American		12	Very High 8.3%	
American Indian		1	*	*
Asian		1	*	*
Hispanic		257	High 3.9%	Declined -0.8%
Two or More Races		22	Very High 13.6%	Increased Significantly +6.5%
White		355	High 5.4%	Increased Significantly +2.9%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		74	Low 66.2%	Increased +6.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.4%	Maintained +0.1%
English Learner Progress (1-12)		Low 66.2%	Increased +6.5%
English Language Arts (3-8)		Low 66.9 points below level 3	Declined -8.1 points
Mathematics (3-8)		Low 70.6 points below level 3	Increased +5.5 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Graduation Rate





This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		285	Low 51 points below level 3	Increased +11.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		285	Low 51 points below level 3	Increased +11.3 points
English Learners		44	Low 70.6 points below level 3	Increased +5.5 points
Foster Youth		3	*	*
Homeless		25	Low 62.2 points below level 3	Increased Significantly +19 points
Socioeconomically Disadvantaged		197	Low 64.6 points below level 3	Maintained +2.8 points
Students with Disabilities		51	Very Low 120.6 points below level 3	Maintained +2.3 points
African American		4	*	*
American Indian		1	*	*
Hispanic		104	Low 65.2 points below level 3	Increased Significantly +17.7 points
Two or More Races		10	*	*
White		166	Low 38 points below level 3	Increased +7.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.




Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	12	High 6.2 points above level 3	
EL - English Learner Only	32	Very Low 99.3 points below level 3	Declined Significantly -15.6 points
English Only	237	Low 48.9 points below level 3	Increased +12.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	59.7%	66.2%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	42.2 points below level 3	40.7 points below level 3
Mathematics	62.3 points below level 3	51 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	3.4% (23)	5.1% (33)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator						
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics
All Students						
English Learners						
Foster Youth						
Homeless						
Socioeconomically Disadvantaged						
Students with Disabilities						
African American						
American Indian						
Asian						
Filipino						
Hispanic						
Pacific Islander						
Two or More Races						
White						

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Learning and Highly Qualified Staff
LEA GOAL:
1: All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success. # 3: All students receive high quality education and services from caring, highly qualified, and competent staff.
SCHOOL GOAL #1:
1: All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success. # 3: All students receive high quality education and services from caring, highly qualified, and competent staff.
Data Used to Form this Goal:
CAASPP- ELA and Math results CELDT/ELPAC results
Findings from the Analysis of this Data:
While there are areas of growth, additional focus will be placed on providing teachers with resources and professional development to meet the diverse needs of our students.
How the School will Evaluate the Progress of this Goal:
CAASPP Assessment Data Third Grade Writing Proficiency District Writing Prompts & Rubrics District Check Points Growth in levels on Lexia Core 5 STAR Reading and Math growth Professional and in-house classroom walk-thoughts Implementation of Standards self assessment (per California Dashboard)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide Professional Development in Common Core State Standards, effective, research-based instructional strategies, differentiation, designated and integrated English Language Development, and 21st century skills.	Summer 2017-Spring 2018	Principal, Teachers, Support staff,	Fees and release time for Teachers and Support staff to attend Professional Conferences, Workshops, Trainings, and Webinars Substitutes for release time for Teachers to visit other classrooms for observation	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I	8000
1.2 Provide both designated and integrated ELD instruction for English Learners within the instructional program.	Summer 2017-Spring 2018	Principal, Teachers, Support staff,	Instructional Materials Duplication costs Instructional Support Materials Supplies Incentives Subs for professional development, peer observations & training	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I	2000
1.3 Implement and monitor a collaborative plan for teachers to fully and consistently use pacing guides that are standards-driven and aligned with curriculum and multiple measures including regular formative and summative assessments.	Summer 2017-Spring 2018	Principal, Teachers, Support staff	Substitutes for teacher release time to meet during the school day to plan pacing and alignment. Extra pay for teachers to plan and collaborate outside of designated hours.	1000-1999: Certificated Personnel Salaries		
1.4 Develop a comprehensive Response to Intervention system to support struggling students in all subgroups.	Fall 2017-Spring 2018	Principal, Teachers, Support staff	Provide subs for release time for teacher team to meet with Principal to continue development of RTI model	1000-1999: Certificated Personnel Salaries	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplies and materials to support development and implementation of RTI model	4000-4999: Books And Supplies	Title I	3000
			Substitutes for release time for Support Staff to participate in RTI development and implementation	2000-2999: Classified Personnel Salaries		
			Stipends and hourly pay for programs offered outside of school hours	1000-1999: Certificated Personnel Salaries	Title I	20000
			Instructional aide to provide intervention support either one-on-one or small group (3.75 hours)	2000-2999: Classified Personnel Salaries	Title I	15000
1.5 Provide strategic and relevant implementation of Professional Learning Communities	Weekly Fall 2017-Spring 2018	Principal, Teachers	Substitutes for release time for PLC planning committee to meet and plan content of PLC meetings.	1000-1999: Certificated Personnel Salaries		
			Supplies, materials, incentives for PLC meetings	4000-4999: Books And Supplies		
1.6 Provide Gifted and Talented Education (GATE) students with instructional support	Fall 2017-Spring 2018	Principal, Teachers GATE Coordinator	Instructional and assessment support materials and supplies	4000-4999: Books And Supplies		
			Stipend and hourly pay for GATE coordinators and after hours teachers	1000-1999: Certificated Personnel Salaries	District Funded	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			GATE field trips and extension activities	5000-5999: Services And Other Operating Expenditures		

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: College and Career Readiness
LEA GOAL:
2: All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world
SCHOOL GOAL #2:
2: All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world
Data Used to Form this Goal:
CAASPP- ELA and Math results
Findings from the Analysis of this Data:
In order to prepare students for post-secondary success we will focus on developing 21st century skills, rigorous learning experiences, technology, and real world application of learning.
How the School will Evaluate the Progress of this Goal:
CAASPP Assessment Data Third Grade Writing Proficiency District Writing Prompts & Rubrics District Check Points STAR Reading and Math growth Professional and in-house classroom walk-thoughts Implementation of Standards self assessment (per California Dashboard) Site and district Multiple Measures Professional walk-through feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Provide Professional Development in Common Core State Standards, effective, research-based instructional strategies, differentiation, designated and integrated English Language Development, and 21st century skills.	Summer 2017-Spring 2018	Principal, Teachers, Support Staff	Fees and release time for Teachers and Support Staff to attend Professional Conferences, Workshops, Training, and Webinars Substitutes for release time for Teachers to visit other classrooms for observation	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I	8000
2.2 Increase access to and use of technology to support academic program	Fall 2017-Spring 2018	Principal, Teachers, Technology Personnel	Purchase computers, computer software, web-based programs subscriptions Provide training and Professional Development in use of technology	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I	100000
2.3 Implement project-based learning as part of the eSTEM (Environmental Science, Technology, Engineering, and Mathematics) program	Fall 2017-Spring 2018	Principal, Teachers	Supplies and materials for NGSS based units	4000-4999: Books And Supplies	ASB	
2.4 Prioritize focus on K-3 grade level reading proficiency	Fall 2017-Spring 2018	Principal, Teachers	Materials, supplies, incentives	4000-4999: Books And Supplies	Title I	2000

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: Climate and Parent Involvement
LEA GOAL:
5: All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.
SCHOOL GOAL #3:
5: All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.
Data Used to Form this Goal:
Parent and student surveys Parent Volunteer numbers Professional walk-through feedback Engagement/discipline data Anecdotal data from Teacher and Principal
Findings from the Analysis of this Data:
We will continue to build relationships between the school, home, and community.
How the School will Evaluate the Progress of this Goal:
Parent and student surveys Parent Volunteer records and participation logs Professional walk-through feedback Engagement/discipline data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide resources for community involvement through gatherings, workshops, meetings & classes	Summer 2017-Spring 2018	Principal Teachers Instructional Assistants Support staff PTA ELAC Volunteers Rim Family Services 66'ers Baseball Rotary Dental professionals Local businesses	Parent Cafe Coffee with the Principal Reading Olympics Community Reads Family Nights eSTEM projects Awards Assemblies Volunteer Appreciation Back to School Night Family Science Night Volunteer Orientations Parent Conferences Grade level programs Beautification days Community presenters Dental Screening Parenting Classes Latino Literacy Project Comfort Pets Reading Program McTeachers Night	4000-4999: Books And Supplies	Title I	1000
3.2 Implement parent involvement policy components	Fall 2017-Spring 2018	Principal, Teachers, Support Staff	School Site Council Coordinator stipend Parent Surveys Meeting supplies and materials, recognition supplies and materials, informational supplies and materials Translations and interpretation for non-English speaking parents	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	District Funded Title I	1000 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Continue partnership with Rim Family Services and other community support organizations	Summer 2017-Spring 2018	Principal	Provide resources as warranted for SS Grin, Parent Cafe, Art & Social Skills classes, and other programs	4000-4999: Books And Supplies		

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: Safe, Well-Maintained, and Secure Facilities
LEA GOAL:
4: All students and educational partners are provided a high quality physical environment where they enjoy safe, respectful, positive connections and experiences.
SCHOOL GOAL #4:
4: All students and educational partners are provided a high quality physical environment where they enjoy safe, respectful, positive connections and experiences.
Data Used to Form this Goal:
Behavioral data, such as discipline referrals and suspensions
Findings from the Analysis of this Data:
As part of developing a positive school culture, we will continue the implementation of PBIS and include an emphasis on social emotional learning.
How the School will Evaluate the Progress of this Goal:
Student and parent surveys Behavioral data, such as discipline referrals and suspensions Crime and vandalism data Progress on PBIS implementation Feedback from walk-throughs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Continue school-side implementation of PBIS training and framework	Summer 2017- Summer 2018	Principal, Teachers, Support Staff	Substitutes for release time for teachers to attend trainings and workshops Substitutes for release time for PBIS team to plan and implement plans	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase materials, incentives and supplies to support PBIS implementation	4000-4999: Books And Supplies	Title I	2000
4.2 Provide on-going character development and school pride activities to promote healthy relationships and a positive school culture	Summer 2017-Spring 2018	Principal Teachers Support staff PBIS team PTA	Supplies, materials, posters, incentives	4000-4999: Books And Supplies	Title I	1000
			Daily message on PA, Spirit Wear, Student leaders, assemblies, Buddy classes, and other activities		Title I	1000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Budget, Infrastructure, and Resources
LEA GOAL:
6: The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability.
SCHOOL GOAL #5:
6: The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability.
Data Used to Form this Goal:
School expenditures in 2016-2017 Student achievement data from 2015-2016 and 2016-2017
Findings from the Analysis of this Data:
Effective and prudent use of resources is an appropriate goal.
How the School will Evaluate the Progress of this Goal:
School expenditures in 2016-2017 Student achievement data form 2015-2016 and 2016-2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis and the School Site Council's collaborative planning process in collaboration with the Business Department	Board approval June 2017, pending receipt of results from student achievement data	Principal School Site Council	Material, supplies for meetings	4000-4999: Books And Supplies		

Planned Improvements in Student Performance

School Goal #6

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:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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
SCHOOL GOAL #1:

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 Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	2,000.00
Title I	165,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,000.00
1000-1999: Certificated Personnel Salaries	23,000.00
2000-2999: Classified Personnel Salaries	15,000.00
4000-4999: Books And Supplies	112,000.00
5800: Professional/Consulting Services And Operating	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,000.00
Goal 2	110,000.00
Goal 3	3,000.00
Goal 4	4,000.00

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
Lauren Tovar	X				
Constance Reynolds (Chair)		X			
Kirsten Karn		X			
Jamie (Katie) Nicholson		X			
Diane Bruns		X			
Jerri Potter			X		
Judith Lamb				X	
Susan DeCant				X	
Cathy Myers					
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 .

Attested:

Lauren Tovar

Typed Name of School Principal

Signature of School Principal

Date

Constance Reynolds

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date