School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Plum Canyon Elementary
Address	28360 North Alfred Way Saugus, CA 91350
County-District-School (CDS) Code	19649986115513
Principal	Mary Mann
District Name	Saugus Union Elementary School District
SPSA Revision Date	05/01/2019

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Plum Canyon Elementary School teaches the whole child to ensure academic, social, and emotional success.

Plum Canyon Elementary School is committed to promoting a positive and safe environment that empowers student to excel in their person and academic goals;

School Profile

Plum Canyon Elementary School provides a supportive and nurturing environment that gives over 700 students in transitional kindergarten through sixth grade an opportunity to build confidence to apply new learning and assume leadership roles. Our rigorous and student centered academic program is designed to help each individual expand his or her desire and ability to acquire and apply knowledge. An emphasis on developing academic language across disciplines prepares our students for bold explorations of 21st century challenges.
Our school is privileged to have parents with a high degree of involvement in the education of their children. Volunteers work daily in the classroom, sit on site and district oversight committees, support technology, the arts and PTA. Our mission is to provide an education that inspires each individual child to love learning, embrace challenges, build character, and cultivate creativity so that they continue to develop as kind, caring citizens.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School stakeholder groups- School Site Council, PTA, ELAC, staff and student council groups have had input in the creation of the SPSA. Input was sought through discussions, surveys and stakeholder meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0.43%	1	1	3
African American	4.1%	4.7%	3.91%	28	30	27
Asian	6.8%	6.3%	6.95%	46	40	48
Filipino	4.7%	4.5%	5.07%	32	29	35
Hispanic/Latino	32.0%	31.5%	26.48%	217	201	183
Pacific Islander	0.3%	0.2%	0.14%	2	1	1
White	49.5%	48.0%	50.36%	336	307	348
Multiple/No Response	2.5%	0.2%	0.29%	17	1	2
			Total Enrollment	679	639	691

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	99	86	114
Grade 1	87	99	101
Grade 2	77	85	100
Grade3	89	78	92
Grade 4	106	92	83
Grade 5	100	98	100
Grade 6	121	101	101
Total Enrollment	679	639	691

Student Enrollment by Grade Level

Conclusions based on this data:

1. Enrollment remains steady and is slightly increasing.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	39	36	50	5.7%	5.6%	7.2%
Fluent English Proficient	24	24	21	3.5%	3.8%	3.0%
Reclassified Fluent English Proficient	10	10	4	23.8%	25.6%	11.1%

Conclusions based on this data:

1. The number of English language learners have increased by 38%, primarily in kindergarten.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	92	76	99	92	76	99	92	76	99	100	100	100
Grade 4	103	94	83	103	94	83	103	94	83	100	100	100
Grade 5	99	98	99	99	98	99	99	98	99	100	100	100
Grade 6	122	99	103	122	99	103	122	99	103	100	100	100
All Grades	416	367	384	416	367	384	416	367	384	100	100	100

Overall Participation 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	2450.	2440.	2448.	32	26.32	40.40	28	36.84	19.19	24	17.11	21.21	16	19.74	19.19
Grade 4	2479.	2493.	2494.	23	26.60	30.12	27	40.43	37.35	30	17.02	13.25	19	15.96	19.28
Grade 5	2541.	2509.	2532.	36	22.45	25.25	37	26.53	46.46	15	26.53	20.20	11	24.49	8.08
Grade 6	2562.	2560.	2540.	23	27.27	20.39	46	37.37	36.89	23	21.21	24.27	8	14.14	18.45
All Grades	N/A	N/A	N/A	28	25.61	28.91	35	35.15	34.90	23	20.71	20.05	13	18.53	16.15

Overall Achievement for All Students

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	29	34.67	36.36	48	48.00	46.46	23	17.33	17.17
Grade 4	26	29.79	34.94	55	56.38	44.58	18	13.83	20.48
Grade 5	37	22.45	31.31	47	52.04	56.57	15	25.51	12.12
Grade 6	18	34.34	28.16	69	47.47	43.69	13	18.18	28.16
All Grades	27	30.05	32.55	56	51.09	47.92	17	18.85	19.53

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	26	23.68	32.32	54	55.26	42.42	20	21.05	25.25
Grade 4	27	31.91	30.12	57	54.26	49.40	16	13.83	20.48
Grade 5	47	32.65	32.32	43	46.94	56.57	9	20.41	11.11
Grade 6	34	33.33	30.10	54	48.48	42.72	11	18.18	27.18
All Grades	34	30.79	31.25	52	50.95	47.66	14	18.26	21.09

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	25	22.67	26.26	64	65.33	62.63	11	12.00	11.11
Grade 4	16	17.02	24.10	75	68.09	65.06	10	14.89	10.84
Grade 5	26	16.33	14.14	65	65.31	76.77	9	18.37	9.09
Grade 6	18	20.20	22.33	77	67.68	66.02	5	12.12	11.65
All Grades	21	18.85	21.61	71	66.67	67.71	8	14.48	10.68

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	30	26.67	35.35	57	52.00	44.44	13	21.33	20.20
Grade 4	18	24.47	30.12	58	63.83	55.42	23	11.70	14.46
Grade 5	44	26.53	34.34	45	47.96	58.59	10	25.51	7.07
Grade 6	40	36.36	35.92	56	49.49	47.57	4	14.14	16.50
All Grades	34	28.69	34.11	54	53.28	51.30	12	18.03	14.58

Conclusions based on this data:

1. Overall there has been a 4% increase in the number of students who are above standard in ELA.   The greatest percentage of increase was in the area of Research and Inquiry representing a 6% increase in the number of students scoring above standard.

2. The total percent of students overall below standard has decreased from 16-17 by 3%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	92	76	99	92	76	99	92	76	99	100	100	100
Grade 4	103	94	83	103	94	83	103	94	83	100	100	100
Grade 5	99	98	99	99	98	99	99	98	99	100	100	100
Grade 6	122	99	103	122	99	103	122	99	103	100	100	100
All Grades	416	367	384	416	367	384	416	367	384	100	100	100

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	2444.	2437.	2452.	12	19.74	28.28	47	30.26	32.32	29	26.32	20.20	12	23.68	19.19
Grade 4	2475.	2494.	2489.	16	17.02	22.89	26	37.23	24.10	45	39.36	42.17	14	6.38	10.84
Grade 5	2512.	2500.	2532.	22	14.29	28.28	17	20.41	27.27	43	39.80	30.30	17	25.51	14.14
Grade 6	2545.	2547.	2544.	19	23.23	26.21	32	28.28	23.30	34	31.31	30.10	16	17.17	20.39
All Grades	N/A	N/A	N/A	17	18.53	26.56	30	28.88	26.82	38	34.60	30.21	15	17.98	16.41

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	30	28.95	44.44	50	42.11	31.31	20	28.95	24.24
Grade 4	24	41.49	37.35	47	37.23	37.35	29	21.28	25.30
Grade 5	21	18.37	36.36	42	40.82	38.38	36	40.82	25.25
Grade 6	33	32.32	33.98	43	42.42	38.83	24	25.25	27.18
All Grades	27	30.25	38.02	45	40.60	36.46	27	29.16	25.52

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	29	34.21	37.37	60	42.11	40.40	11	23.68	22.22
Grade 4	17	28.72	32.53	57	52.13	51.81	25	19.15	15.66
Grade 5	27	17.35	32.32	45	58.16	50.51	27	24.49	17.17
Grade 6	21	25.25	20.39	55	51.52	54.37	24	23.23	25.24
All Grades	24	25.89	30.47	54	51.50	49.22	22	22.62	20.31

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	27	28.95	46.46	57	51.32	32.32	16	19.74	21.21
Grade 4	23	24.47	26.51	50	54.26	50.60	27	21.28	22.89
Grade 5	20	16.33	29.29	55	51.02	48.48	25	32.65	22.22
Grade 6	17	32.32	27.18	61	42.42	44.66	21	25.25	28.16
All Grades	22	25.34	32.55	56	49.59	43.75	23	25.07	23.70

Conclusions based on this data:

1.

Overall students exceeding standards increased by 9% over a 2 year period.

2. The largest percentage of students exceeding standards was in the area of concepts and procedures.

3. 55% of students met or exceeded standards overall.

The percentage of students below standards remained the same overall.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1444.0	1443.7	1444.2	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				43

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*					*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*					*
All Grades	24	55.81	13	30.23	*	*	*	*	43

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*			*	*			*
Grade 6	*	*	*	*					*
All Grades	26	60.47	12	27.91	*	*	*	*	43

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*			*	*			*
Grade 3					*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*					*
All Grades	19	44.19	12	27.91	11	25.58	*	*	43

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	11	91.67	*	*			12
Grade 1	*	*	*	*			*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	31	72.09	*	*	*	*	43

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	19	44.19	22	51.16	*	*	43

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*	*	*			*
Grade 2	*	*			*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	19	44.19	22	51.16	*	*	43

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	22	51.16	19	44.19	*	*	43

Conclusions based on this data:

1. 43 students took the ELPAC.

2. 55% of students were in level 4 overall.

3. 30% were in level 3 and writing was the weakest area with 19 students who had moderately developed skills.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
691	**13.9%**	**7.2%**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	7.2%
Homeless	1	0.1%
Socioeconomically Disadvantaged	96	13.9%
Students with Disabilities	74	10.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	3.9%
American Indian	3	0.4%
Asian	48	6.9%
Filipino	35	5.1%
Hispanic	183	26.5%
Two or More Races	44	6.4%
Pacific Islander	1	0.1%
White	348	50.4%

Conclusions based on this data:

1. 7% of Plum Canyon students are English Learners.

2. 14% of Plum Canyon students are Socioeconomically disadvantaged.

3. 11% of Plum Canyon students have been identified as having a disability.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Math performance is in the green band.

2. ELA performance is in the green band

3. Chronic absenteeism is in the green band.
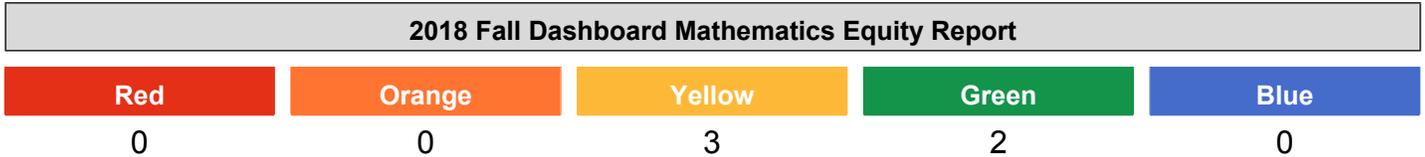Suspension rate is in the blue band.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
19.9 points above standard	6.3 points below standard	0 Students
Maintained 2 points	Declined -18.3 points	
373 students	30 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	17.9 points below standard	29.6 points below standard
1 students	Increased 3.3 points	Increased 16.8 points
	47 students	57 students

2018 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
22.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	38.1 points above standard	98.4 points above standard
Declined -20.6 points	2 students	Declined -4.8 points	Increased 10.6 points
17 students		25 students	13 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
3.2 points above standard	37.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	25.7 points above standard
Increased 3.2 points	15 students	1 students	Increased 4.5 points
119 students			181 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
41.3 points below standard	39.4 points above standard	20.3 points above standard
Increased 8.5 points	Declined -19 points	Maintained 2.9 points
17 students	13 students	337 students

Conclusions based on this data:

1. EL's increased in performance by 8.5% however the small sample size of 17 students may impact variability.

2. All other students increased in ELA performance.

**3.** Students with disabilities increased over 16% in ELA performance.

School and Student Performance Data
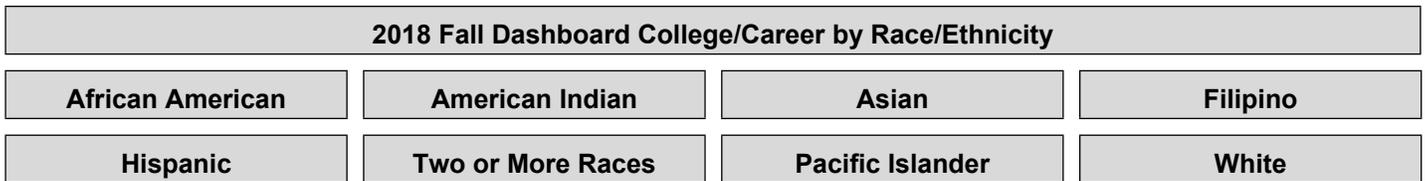
Academic Performance
Mathematics

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	2	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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
5.9 points above standard	16.6 points below standard	0 Students
Increased 11.3 points	Declined -16.3 points	
373 students	30 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	34.5 points below standard	40.5 points below standard
1 students	Increased 13.9 points	Increased 17.5 points
	47 students	57 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color

32.6 points below standard

Declined -8.3 points

17 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Asian

No Performance Color

38 points above standard

Increased 7.5 points

25 students

Filipino

No Performance Color

73.7 points above standard

Increased

20.1 points
13 students

Hispanic

Green

9.4 points below standard

Increased

19.2 points
119 students

Two or More Races

No Performance Color

30.9 points above standard

15 students

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

White

Green

9.6 points above standard

Increased 9.6 points

181 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

47.5 points below standard

Declined -11.9 points

17 students

Reclassified English Learners

23.7 points above standard

Maintained -2.5 points

13 students

English Only

6.6 points above standard

Increased 13.6 points

337 students

Conclusions based on this data:

1. Students who are disadvantaged socioeconomically have increased 14% , significantly in Math performance.

2. EL students decreased in performance.

3. Students with disabilities increased 17.5%, significantly in Math performance.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
43	55.8%	30.2%	9.3%	4.7%

Conclusions based on this data:

1. 43 students tested.

2. 56% well developed skills.

3. 5% in beginning stages.

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.

2018 Fall Dashboard College/Career Equity Report

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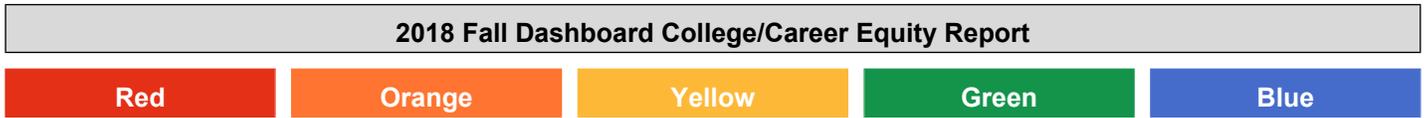
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

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

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
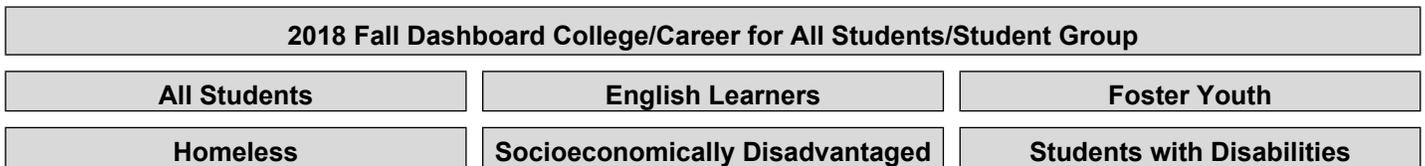
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
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
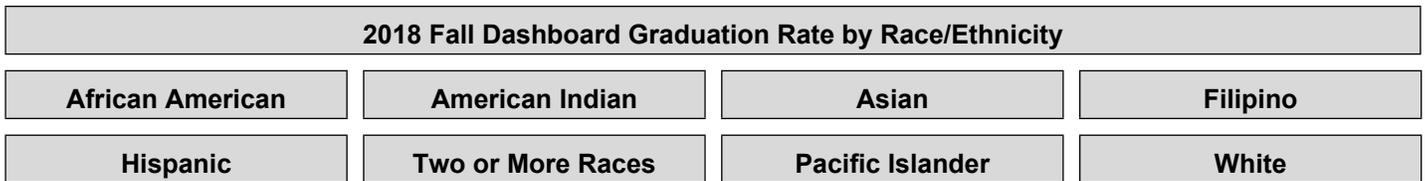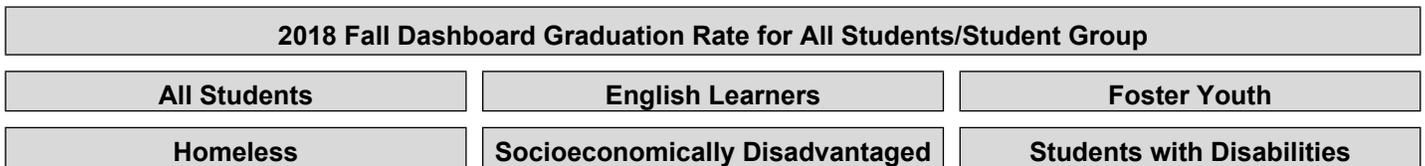
Academic Engagement
Chronic Absenteeism

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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	5	1
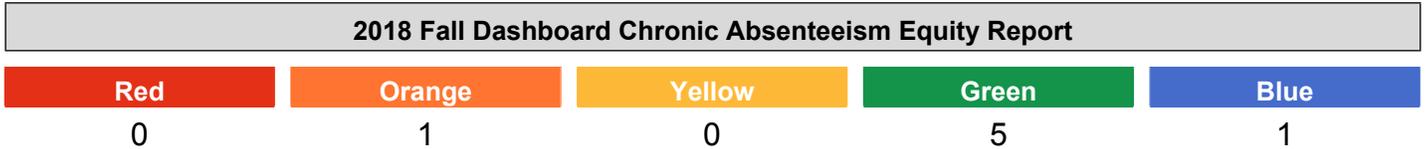
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
3.1% chronically absent	5.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.7%	Increased 2.9%	
710 students	53 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	7.8% chronically absent	6% chronically absent
	Declined 2.1%	Declined 0.5%
3 students	103 students	84 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2% chronically absent	2.6% chronically absent
Maintained 0%	3 students	Increased 2%	Increased 2.6%
27 students		51 students	38 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
3.7% chronically absent	2.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.1% chronically absent
Declined 0.7%	Declined 7.2%	1 students	Declined 2.7%
188 students	46 students		356 students

Conclusions based on this data:

1. EL students are chronically more absent than other groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

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

2018 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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.
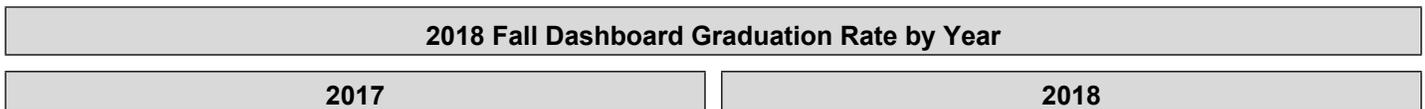
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	4
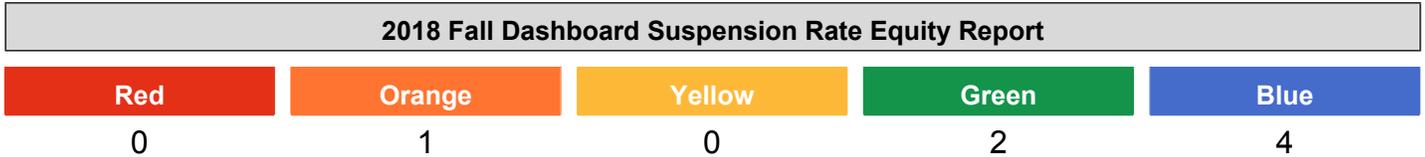
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.4% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2%	Maintained 0%	1 students
715 students	53 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	2.4% suspended at least once
3 students	Maintained 0%	Increased 2.4%
	103 students	84 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
0% suspended at least once	Less than 11 Students - Data 3 students	0% suspended at least once	0% suspended at least once
Maintained 0%		Maintained 0%	Maintained 0%
27 students		51 students	38 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
0.5% suspended at least once	0% suspended at least once	Less than 11 Students - Data 1 students	0.6% suspended at least once
Increased 0.5%	Declined -3%		Declined -0.4%
189 students	47 students		359 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.6% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1. Overall suspension rate is within the blue band.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Increase student achievement in English/Language Arts and Math for all students in GradesT/ K-6, using the Common Core State Standards and materials.
Increase percentage of students in Grade 5 meeting all six criteria on the Physical Fitness Test from 33.3% to 40%.
Increase English level proficiency of students by one ELPAC level.
Provide instruction in the Visual and Performing Arts standards to the students.
Increase student access and use of technology as it pertains to their grade level.
Provide instruction in Social Studies based upon the California State Standards.
Provide differentiated instruction for students with IEPs or designated GATE students to meet their needs.

LCAP Goal

Increase student achievement.

Basis for this Goal

CAST Data - Science
Physical Fitness Test
Common Assessment Data - Math, ELA
Benchmark Data - District Writing Benchmark
CELDT Data
ADEPT Data
School Site Council Survey
CAASPP results
Common Assessment Results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Improvement in ELA achievement	64% of students are at or above standard as measured by the CAASPP summative test In K-2 60% of the students score above the 75% level as measured by unit Wonders tests.	Increase by 4% the number of students who score at or above standard on the CAASPP test in grades 3-6. In K-2 increase the percentage to 75% on the unit tests as measured by the Wonders tests.
Improvement in Math achievement	In grades K-2 computation assessments indicate student achievement above 80% however in application the achievement level is less than 55%.	Increase student achievement level in applications tests to 75% after reteach and intervention. Increase student achievement in unit tests as measured by Illuminate

Metric/Indicator	Baseline	Expected Outcome
	Using Illuminate less than 60% of the students score above 75% in unit assessments. In grades	common assessments after reteach flex groups to 80% mastery.
Improvement in Science Instruction of the NGSS standards	As measured by the number of classrooms teaching 5 E lessons taught 70% of the grade levels have instructed to the NGSS standards.	Increase NGSS instruction to 100% in all classrooms.
Implement PE 200 min. per every 10 days for an increase in grade 5 PE state testing.	Over 85% of the students have met PE state standards as measured by the CA state test in grade 5.	Increase by 3% the number of students overall who have met PE standards in grade 5.
Close the achievement gap in ELA for EL students.	Current EL's increased scores by 8.5 points but are 41 points below standard as measured by CAASPP results	Increase by 4 points towards standard decreasing to 36 points below standard by year end .
Close the achievement gap in Math for EL students.	Current EL's are 16 points below standard as measured by CAASPP results.	Increase by 4 points towards standard decreasing to 12 points below standard by year end.
Close the achievement gap in ELA for students categorized as Low Socio-Economic status.	Current students are 18 points below standard as measured by CAASPP results.	Increase by 4 points towards standard decreasing to 14 points below standard by year end.
Close the achievement gap in Math for students categorized as Low Socio-Economic status.	Current students in Low Socio Econ have increased scores to standard by 14% but are 34 points below standard as measured by CAASPP	Increase by 4% points towards standard decreasing to 30 points below standard by year end.

Planned Strategies/Activities

Strategy/Activity 1

English Language Arts (ELA) and Math

All T/Kindergarten through 6th grade teachers will analyze data from the beginning of the year assessments to establish their instructional program.

All T/Kindergarten through 6th grade teachers will align their instruction to the ELA and Math CCSS.

The site administrator will purchase CCSS materials to support ELA and Math programs.

All kindergarten through 6th grade teachers will review the beginning-of-the-year assessment data during planning time and in the spring with the site administrator to address their concerns, goals, and requests for their students.

All T/ Kindergarten through 6th grade teachers will provide intervention for struggling students using systematic flexible small group differentiated instruction.
Five instructional assistants will be working with grades TK, K, and 1.

All Instructional Assistants will be trained in Great Leaps and use this for early reading intervention.

The site administrator will purchase supplemental intervention materials/programs.

The site administrator will purchase supplemental technology to monitor and support student learning and achievement (hardware and software).

The site administrator will establish both the computer and library schedules for all student access.

Grade level planning time will be provided to analyze common assessments and to create CCSS unit plans common to grade levels to close the achievement gap for Low Income students and those at risk.

All teachers will participate in focused learning walks in the areas of visible learning.

In Math, site administrator will provide CIP and staff meeting time to examine math benchmarks and IAB's by grade level.

Administrator to provide CIP time to analyze Math Frameworks and ELA frameworks.

Teachers will use common assessments to drive instruction and turn in student sample assessments quarterly.

Teachers in grades K-2 will use math manipulatives to teach concept level attainment.

Students in Grades K-6 will have access to the Meet the Masters Art program.

Chromebooks accompanied by professional development will be placed in grade 4 and 3.

Students to be Served by this Strategy/Activity

Timeline

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade
students

Kindergarten - 6th Grade
students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade

Person(s) Responsible

Teachers
Site Administrator

Teachers
Site Administrator

Teachers
Site Administrator

Teachers
Site Administrator

Teachers
Instructional Assistants

Teachers
Site Administrator

Site Administrator
Library/Media Specialists
Computer Specialist

Site Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten aides 5 Instructional Aides 1.50/day for 80 days 1/day 17 days Total of 132 hours. 1 Instructional Aide 1/day 132 days Serving grades TK, K, and 1.

Amount	2,500
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra librarian hours for family library and library maintenance.

Amount	5,800
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	4 Instructional Aides .5 hr per 3 days per week for a total of 132 days Serving grades 1.

Amount	15,000
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	5 Instructional Aides 1.50/day for 80 days 1/day 17 days Total of 132 hours. 1 Instructional Aide 1/day 132 days Serving grades TK, K, and 1.

Amount	10,000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten aides

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Grade level planning time for data analysis and action for closing the achievement gap for low income students and EL students

Strategy/Activity 2

Science

A science storage of materials will be created in Room 10 for use by all students.

Administrator will purchase Stemscopes for NGSS instruction.

Field Trips/Assemblies

Students to be Served by this Strategy/Activity

Students in Un-duplicated Count and All students

Timeline

T/Kindergarten - 6th Grade

Kindergarten - 6th Grade
students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Person(s) Responsible

Teachers
Site Administrator

Teachers
Site Administrator
Library/ Media Specialist

Teachers

Site Administrator
Teachers

Teachers
PTA

Proposed Expenditures for this Strategy/Activity

Amount	7,200
Source	Parent-Teacher Association (PTA)
Budget Reference	0000: Unrestricted
Description	Mystery Science and Stemscopes to support NGSS instruction

Strategy/Activity 3

Physical Education

The site administrator will ensure all T/Kindergarten through 6th grade teachers provide the mandated 200 minutes of PE every 10 school days.

District PE TOSA and leadership
will inventory PE equipment (at
beginning of each school year).

PE equipment room will be relocated to provide additional classroom space.

The site administrator will purchase
necessary equipment.

District and site administrators will provide professional development (when appropriate). To include but not limited to demonstration lesson by the PE TOSA.

5th grade teachers will work to
prepare students for and conduct
mandatory 5th grade Physical Fitness Test for all fifth grade students.

5th grade teachers and administrator will review test data and evaluate the
program each fall to retool the PE program to align with students' needs for success.

Students to be Served by this Strategy/Activity

All Students

Timeline

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Teachers

5th grade students

5th grade students

Person(s) Responsible

Teachers
Site Administrator

Teachers

Administrator

District
Site Administrator

Teachers

Teachers
Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide sub release time and or extra duty extra pay for data analysis and instructional planning to improve student achievement.

Strategy/Activity 4

English Language Development (ELD)

Teachers will Implement Systematic ELD program for all English Learners at least 30 minutes per day each day by proficiency level during BBB or Building Brilliant Brain time.

Teachers will collaborate with grade level and cross-grade level colleagues to plan Systematic ELD lessons and analyze assessments.

English only students will participate in Academic Language Acquisition instruction, and listening and speaking instruction as demonstrated by language inventory assessments.

The site administrator will schedule ELD Support Teacher to support ELD for students.

Schedule release time for teachers to administer ELPAC testing when needed.

Provide Summer School opportunities at another site for students who qualify for this support.

Provide sub release time for data chats, data analysis and instructional planning.

ELAC meetings will be held at least 3 times per year and District Parent Engagement coordinator will be instrumental in outreach.

Parent Engagement meetings will be held to assist parents in helping students at home, as indicated from PTA, ELAC, and SSC input.

Students to be Served by this Strategy/Activity

Timeline

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Kindergarten - 6th Grade students

Person(s) Responsible

Site Administrator
Teachers
ELD TOSA

Teachers
ELD TOSA

Site Administrator
Teachers
ELD TOSA

Site Administrator

Site Administrator
Office Manager
Teachers

Site Administrator
District Parent Liason

Proposed Expenditures for this Strategy/Activity

Description

Increase the number of attendees at ELAC

Strategy/Activity 5

Visual and Performing Arts

Collaborate with the Performing Arts Center (PAC) liaison or another identified arts program and PTA representatives to establish specific grade level music, theaterm and/or dance activities for the Artist-in-Residence program.

Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.

Site administrator will purchase materials that support the VAPA standards.

Site administrator and PTA liaison will schedule assemblies with the focus on VAPA standards integration.

Teachers will be able to participate in the Kennedy Arts Center program for arts integration within their instruction.

Site will support District Math Field Day activities.

Field Trips/Assemblies

Students to be Served by this Strategy/Activity

All students

Timeline

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th grade students

Kindergarten - 6th Grade students

Person(s) Responsible

Site Administrator
PTA representatives
PAC liaison

Teachers ARTS TOSA
Site Administrator

Site Administrator
PTA representatives

Teachers
Site Administrator

Teachers

Students
Teachers
PTA

Students
Teachers

Teachers
PTA

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Technology Integration

Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer lab, the classroom, and at home.

Teachers will provide opportunities for students to participate in the AR program.

The Library Specialist will recommend purchases to support the AR program within the library.

Teachers will inform site administrator of student progress with acquisition of typing skills and AR progress.

Teachers will attend grade level chrome book district provided professional development.

Teachers will enhance curriculum by integrating technology for student use of chrome books and Interactive Flat Panels to meet the needs of CCSS.

Reflex Math, Front Row and Typing Club will be used by students.
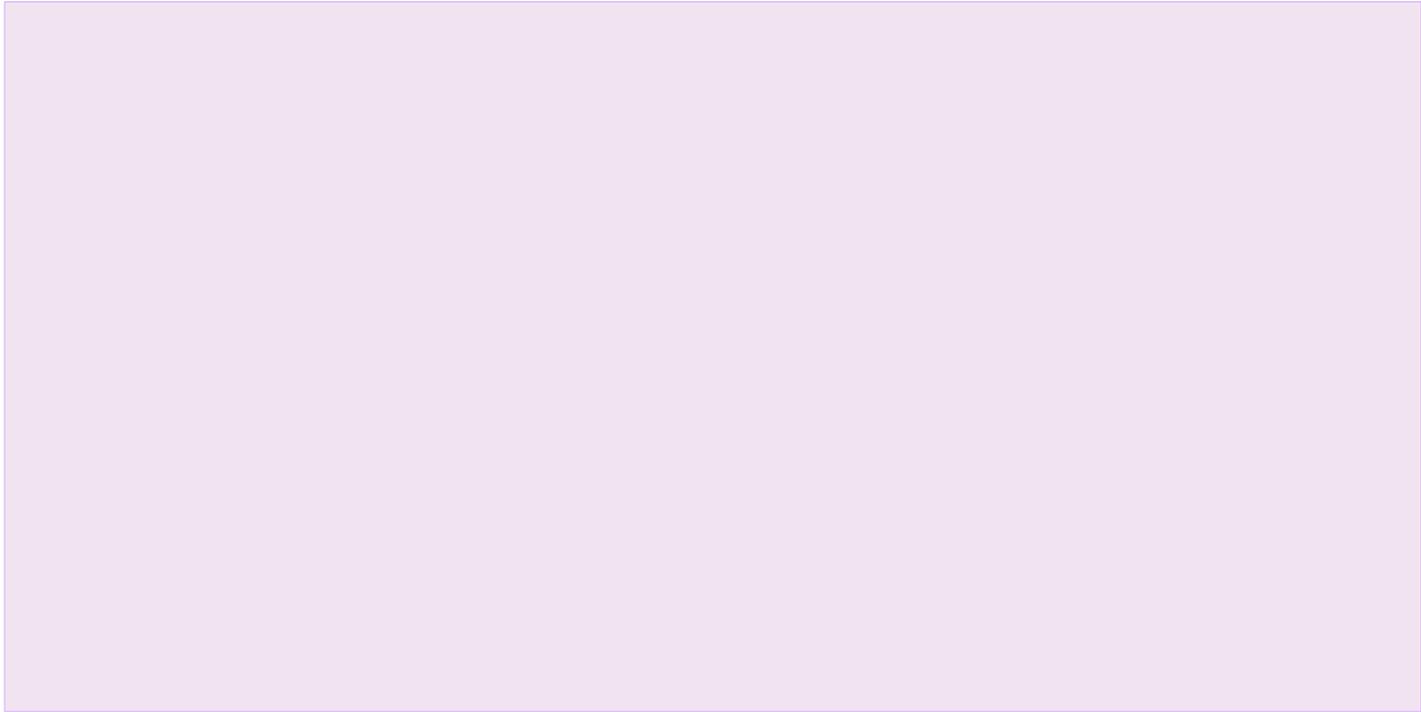
Students to be Served by this Strategy/Activity

Timeline

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

Person(s) Responsible

Teachers
TECH TOSA

Teachers
TECH TOSA

Library Specialist
Site Administrator

Teachers
Site Administrator

Teachers
TECH TOSA

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Social Studies

Teachers will provide instruction to students according to the appropriate CA Social Studies standards.

Teachers will report in accordance with LCAP accountability evidence of Social Studies instruction.

Site administrator will provide funds for materials that support the Social Studies program.

Field Trips/Assemblies

Students to be Served by this Strategy/Activity

Timeline

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

T/Kindergarten - 6th Grade students

Person(s) Responsible

Teachers

Teachers
Site Administrator

Teachers
PTA

Proposed Expenditures for this Strategy/Activity

Amount	1500
Budget Reference	None Specified
Description	GATE funds to provide enrichment activities and in-depth instruction as well as professional development.

Strategy/Activity 8

GATE/Special Education

GATE

All 3rd through 6th grade teachers
will use GATE Depth & Complexity,
and Content Imperative icons to
differentiate instruction as well as other means to differentiate the curriculum, process or product.

All students in Grade 3 will be evaluated for GATE qualification in the spring 2020. Students in grades 4-6 will be evaluated as needed.

Site administrator will purchase materials necessary to support students identified as GATE

GATE Parent information meeting will be scheduled and held yearly.

GATE students in the 6th grade
will be involved in novel learning experiences with increased rigor of instruction, process or product.

A GATE Student Academy is to be implemented using differentiated materials.

Special Education

Special Education teachers and site administrator will meet to schedule all the IEPs for the 2018-19 school year.

Special Education teachers will review student IEP goals with assigned classroom teachers.

Special Education and classroom teachers will collaborate on schedules to meet students with IEPs.

Site Administrator will purchase materials that support the needs of students with IEPs.

Students to be Served by this Strategy/Activity

GATE students identified

Timeline

3rd - 6th grade students

3rd - 6th grade students

3rd - 6th grade students

Administrator, GATE coordinator

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

Person(s) Responsible

Teachers

District
GATE Coordinator
Teachers

Teachers
Site Admininstrator

Teachers

Special Education and General Education Teachers

Special Education and General Education Teachers

Special Education Teachers
Site Administrator

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	District Funded
Description	GATE institute

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student and Parent Engagement

Goal Statement

Increase students' sense of safety and school connectedness
Increase student attendance
Decrease student truancy rate
Increase meaningful communication with parents and all stakeholders
Continue to seek parent input in decision making
Promote greater participation from parents of students in EL, Special Education and other under-represented groups
Further PBIS implementation.

LCAP Goal

Increase meaningful and purposeful student and parent engagement

Basis for this Goal

Data from student surveys
Student attendance data
School Site Council Survey data
Attendance records from parent meetings
Volunteer sign-in sheets
Electronic accounting of emails, websites, etc.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Student Engagement

Students will complete a survey about their connectedness and sense of safety at school.

School wide assemblies which have student driven components will be held.

Teachers will instruct students in conflict resolution strategies, using the PBIS matrix of expected behaviors.

Teachers will complete a PBIS site inventory survey on line and come up with an individual class matrix of expected behaviors.

Teachers will cooperate across grade levels to create Buddy Activities for their respective students.

The student-led Valet program will train students to assist with morning student drop-off procedures.

Students in Grades 3 - 6 will follow the democratic election process through participation in Student Council elections.

Students and staff will participate in a monthly flag ceremony to foster a sense of community and connected-ness.

Students will participate in Student Council-led Spirit Days to foster a sense of community and connected-ness.

The site administrator will create a thematic bulletin board welcome board to invite parents and visitors to Plum Canyon.

A counselor will be available to students who have psychological/social/emotional needs to address their needs.

Teachers will document strategies in intervention for behavioral and academic needs of students, using the tiered SST process.

The formal SST teacher members and site administrator will convene on specific dates to review SST documentation to determine next steps.

The site administrator and PTA will provide assemblies to promote positive character and student camaraderie.

Teachers, PTA, and the site administrator will recognize student achievement at the quarterly Awards Assemblies.

Teachers and parents will participate in conferences two times per year. At the sixth grade level these will be student led.

Parent Meetings on Topic Areas of Inquiry: Safety and Homework.

Students to be Served by this Strategy/Activity

All students and students in Un-duplicated count.

Timeline

Kindergarten - 6th grade students

Kindergarten - 6th grade students

Kindergarten - 6th grade students

4th - 6th grade students

4th - 6th grade students

3rd - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

1st - 6th grade students

Person(s) Responsible

Students
Teachers

Students
Teachers

Students
Teachers

Students
Teacher Advisor
Campus Supervisors

Students
Teacher Advisor
Campus Supervisors

Students
Teacher Advisor

Students
Teachers
Staff

Students
Teachers
Staff

Students
Teachers
Staff

Site Administrator
Teachers

Site Administrator
Counselors
Teachers
Students

Teachers

Teachers
RSP, LAS, Psychologist, Counselor
Site Administrator
Parents

Site Administrator
PTA

Teachers
PTA
Site Administrator
Parents

Proposed Expenditures for this Strategy/Activity

Budget Reference	None Specified
Source	District Funded
Budget Reference	None Specified
Description	PBIS team meetings, PBIS campus supervisor meetings PBIS incentives

Strategy/Activity 2

Parent Engagement

Parents will receive electronically newsletters, updates weekly.

The site administrator will publish weekly the names of the Wednesday winners, those students recognized for meeting behavior expectations.

Parents will receive letters regarding unexcused absences and tardies and will have to observe the follow-up demands, based upon letter.

The School Site Council will survey the Plum Canyon families annually for input and affirmation of the school program.

The site administrator will provide interpretation and or translation at meetings for which the parent has requested.

The site administrator and all stakeholders will create a calendar of events for parents.

The site administrator and teachers will schedule outreach events for all stakeholders (Grandparents' Day, Dads' Day, VIP Day, Read to Me Day, Volunteer Tea, Monster Mash, Career Day).

Teachers will utilize software, websites, and other similar devices to keep parents informed as to student achievement, progress, and behavior. (i.e. Class Dojo, Jupiter Grades)

ELAC meetings will be held at a minimum of 3 times per year; assisted by District Parent Liason.

Support from District EL Parent Liason and District Homeless/Foster Liason will be provided as outreach to these populations.

Promoting the PRIDE event will take place for all incoming K parents in the spring of 2018.

Students to be Served by this Strategy/Activity

Timeline

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K - 6th grade students

K- 6th grade
students

K - 6th grade students

Person(s) Responsible

Site Administrator
Office Manager
Students

Office Manager
Site Administrator

Office Manager
Site Administrator
Parents

Site Council members
Site Administrator

Site Administrator
District
Interpreter/
Translator

Site Administrator
PTA
ELAC
Site Council members

Teachers
Site Administrator
PTA

Teachers
Site Administrator

Proposed Expenditures for this Strategy/Activity
Budget Reference   None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity
Budget Reference   None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Budget Reference

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Budget Reference

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	
	None Specified

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase student achievement in English/Language Arts and Math for all students in GradesT/ K-6, using the Common Core State Standards and materials.
Increase percentage of students in Grade 5 meeting all six criteria on the Physical Fitness Test from 33.3% to 40%.
Increase English level proficiency of students by one ELPAC level as well as increasing reclassification of EL students by 12%.
Provide instruction in the Visual and Performing Arts standards to the students.
Increase student access and use of technology as it pertains to their grade level.
Provide instruction in Social Studies based upon the California State Standards.
Provide differentiated instruction for students with IEPs or designated GATE students to meet their needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts (ELA) and Math All T/Kindergarten through 6th grade teachers will analyze data from the beginning of the year assessments to establish their instructional program. All T/Kindergarten through 6th grade teachers will align their instruction to the ELA and Math CCSS. The site administrator will purchase CCSS materials to support ELA and Math programs. All kindergarten through 6th grade teachers will review the beginning-of-the-year assessment data during planning time and in the spring with the site		None Specified	
		Ready Common Core-ELA District Funded	
		5 Instructional Aides 1.50/day for 80 days 1/day 17 days Total of 132 hours. 1 Instructional Aide 1/day 132 days Serving grades TK, K, and 1. 2000-2999: Classified Personnel Salaries Other 8,000	
		Balance of Payroll for Instructional Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5,000	
		Grade level planning time for data analysis and action for closing the achievement gap for low income students and	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
administrator to address their concerns, goals, and requests for their students. All T/ Kindergarten through 6th grade teachers will provide intervention for struggling students using systematic flexible small group differentiated instruction. Five instructional assistants will be working with grades TK, K, and 1. All Instructional Assistants will be trained in Great Leaps and use this for early reading intervention. The site administrator will purchase supplemental intervention materials/programs. Purchase Re-Flex Math for practice of standards in the testing environment on line. The site administrator will purchase supplemental technology to monitor and support student learning and achievement (hardware and software). The site administrator will establish both the computer and library schedules for all student access. Grade level planning time will be provided to analyze common assessments and to create CCSS unit plans common to grade levels		EL students 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to close the achievement gap for Low Income students and those at risk. All teachers will participate in focused learning walks in the areas of visible learning. In Math, site administrator will provide CIP and staff meeting time to examine math benchmarks and IAB's by grade level. Administrator to provide CIP time to analyze Math Frameworks and ELA frameworks. Teachers will use common assessments to drive instruction and turn in student sample assessments quarterly. Teachers in grades K-2 will use math manipulatives to teach concept level attainment. Students in Grades K-6 will have access to the Meet the Masters Art program. Chromebooks accompanied by professional development will be placed in grade 4 and 3.			
Science A science lab will be created in Room 10 for use by all students.		Mystery Science 0000: Unrestricted Common Core 1,500	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administrator will purchase Mystery Science for NGSS instruction. Field Trips/Assemblies			
Physical Education The site administrator will ensure all T/Kindergarten through 6th grade teachers provide the mandated 200 minutes of PE every 10 school days. District PE TOSA and leadership will inventory PE equipment (at beginning of each school year). PE equipment room will be relocated to provide additional classroom space. The site administrator will purchase necessary equipment. District and site administrators will provide professional development (when appropriate). To include but not limited to demonstration lesson by the PE TOSA. 5th grade teachers will work to prepare students for and conduct mandatory 5th grade Physical Fitness Test for all fifth grade students.		None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5th grade teachers and administrator will review test data and evaluate the program each fall to retool the PE program to align with students' needs for success.			
English Language Development (ELD) Teachers will Implement Systematic ELD program for all English Learners at least 30 minutes per day each day by proficiency level during BBB or Building Brilliant Brain time. Teachers will collaborate with grade level and cross-grade level colleagues to plan Systematic ELD lessons and analyze assessments. English only students will participate in Academic Language Acquisition instruction, and listening and speaking instruction as demonstrated by language inventory assessments. The site administrator will schedule ELD Support Teacher to support ELD for students. Schedule release time for teachers to administer ELPAC testing when needed. Provide Summer School opportunities at another site for students who qualify for this support.		Increase the number of attendees at ELAC	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELAC meetings will be held at least 3 times per year and District Parent Engagement coordinator will be instrumental in outreach. Parent Engagement meetings will be held to assist parents in helping students at home, as indicated from PTA, ELAC, and SSC input.			
Visual and Performing Arts Collaborate with the Performing Arts Center (PAC) liaison or another identified arts program and PTA representatives to establish specific grade level music, theaterm and/or dance activities for the Artist-in-Residence program. Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction. Site administrator will purchase materials that support the VAPA standards.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Site administrator and PTA liaison will schedule assemblies with the focus on VAPA standards integration. Teachers will be able to participate in the Kennedy Arts Center program for arts integration within their instruction. Site will support District Math Field Day activities. Field Trips/Assemblies			
Technology Integration Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer lab, the classroom, and at home. Teachers will provide opportunities for students to participate in the AR program. The Library Specialist will recommend purchases to support the AR program within the library. Teachers will inform site administrator of student progress with acquisition of typing skills and AR progress. Teachers will attend grade level chrome book district provided professional development.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will enhance curriculum by integrating technology for student use of chrome books and Interactive Flat Panels to meet the needs of CCSS. Reflex Math, Front Row and Typing Club will be used by students.			
Social Studies Teachers will provide instruction to students according to the appropriate CA Social Studies standards. Teachers will report in accordance with LCAP			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
accountability evidence of Social Studies instruction. Site administrator will provide funds for materials that support the Social Studies program. Field Trips/Assemblies			
GATE/Special Education GATE All 3rd through 6th grade teachers will use GATE Depth & Complexity, and Content Imperative icons to differentiate instruction as well as other means to differentiate the curriculum, process or product. All students in Grade 3 will be evaluated for GATE qualification in the spring 2018. Students in grades 4-6 will be evaluated as needed. Site administrator will purchase materials necessary to support students identified as GATE GATE Parent information meeting will be scheduled and held yearly. GATE students in the 6th grade will be involved in novel learning experiences with increased rigor of		GATE institute District Funded 1,500	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction, process or product. A GATE Student Academy is to be implemented using differentiated materials. Special Education Special Education teachers and site administrator will meet to schedule all the IEPs for the 2018-19 school year. Special Education teachers will review student IEP goals with assigned classroom teachers. Special Education and classroom teachers will collaborate on schedules to meet students with IEPs. Site Administrator will purchase materials that support the needs of students with IEPs. Science: Mystery Science will be used to provide lessons and experiments which meet the NGSS standards. Teachers will be offered additional PD in NGSS standards through the summer program. A science lab will be created in the upper grade core.			

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Increase students' sense of safety and school connectedness
Increase student attendance
Decrease student truancy rate
Increase meaningful communication with parents and all stakeholders
Continue to seek parent input in decision making
Promote greater participation from parents of students in EL, Special Education and other under-represented groups
Further PBIS implementation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student Engagement Students will complete a survey about their connectedness and sense of safety at school. School wide assemblies which have student driven components will be held. Teachers will instruct students in conflict resolution strategies, using the PBIS matrix of expected behaviors. Teachers will complete a PBIS site inventory survey on line and come up with an individual class matrix of expected behaviors. Teachers will cooperate across grade levels to create Buddy Activities for their respective students. The student-led Valet program will train students		None Specified PBIS team meetings, PBIS campus supervisor meetings PBIS incentives None Specified LCFF - Supplemental	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to assist with morning student drop-off procedures. Students in Grades 3 - 6 will follow the democratic election process through participation in Student Council elections. Students and staff will participate in a monthly flag ceremony to foster a sense of community and connected-ness. Students will participate in Student Council-led Spirit Days to foster a sense of community and connected-ness. The site administrator will create a thematic bulletin board welcome board to invite parents and visitors to Plum Canyon. A counselor will be available to students who have psychological/social/emotional needs to address their needs. Teachers will document strategies in intervention for behavioral and academic needs of students, using the tiered SST process. The formal SST teacher members and site administrator will convene on specific dates to review SST documentation to determine next steps.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The site administrator and PTA will provide assemblies to promote positive character and student camaraderie. Teachers, PTA, and the site administrator will recognize student achievement at the quarterly Awards Assemblies. Teachers and parents will participate in conferences two times per year. At the sixth grade level these will be student led. Parent Meetings on Topic Areas of Inquiry: Safety and Homework.			
Parent Engagement Parents will receive electronically newsletters, updates weekly. The site administrator will publish weekly the names of the Wednesday winners, those students recognized for meeting behavior expectations.		None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parents will receive letters regarding unexcused absences and tardies and will have to observe the follow-up demands, based upon letter. The School Site Council will survey the Plum Canyon families annually for input and affirmation of the school program. The site administrator will provide interpretation and or translation at meetings for which the parent has requested. The site administrator and all stakeholders will create a calendar of events for parents. The site administrator and teachers will schedule outreach events for all stakeholders (Grandparents' Day, Dads' Day, VIP Day, Read to Me Day, Volunteer Tea, Monster Mash, Career Day). Teachers will utilize software, websites, and other similar devices to keep parents informed as to student achievement, progress, and behavior. (i.e. Class Dojo, Jupiter Grades) ELAC meetings will be held at a minimum of 3 times per year; assisted by District Parent Liason. Support from District EL Parent Liason and District			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Homeless/Foster Liason will be provided as outreach to these populations. Promoting the PRIDE event will take place for all incoming K parents in the spring of 2018.			
		None Specified	
		None Specified	
		None Specified	
		None Specified	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	65,500.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	1,500.00
District Funded	21,500.00
LCFF - Base	2,500.00
LCFF - Supplemental	17,800.00
Other	15,000.00
Parent-Teacher Association (PTA)	7,200.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	7,200.00
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	50,300.00
None Specified	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		1,500.00
	District Funded	1,500.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,800.00
2000-2999: Classified Personnel Salaries	Other	15,000.00
0000: Unrestricted	Parent-Teacher Association (PTA)	7,200.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Mary Mann	Principal
Jess Segovia	Parent or Community Member
Melanie Guerrero	Parent or Community Member
Juli Schoenberger	Classroom Teacher
Nisan Harrill	Parent or Community Member
Lisa Herbert	Parent or Community Member
Gail Proudfoot	Parent or Community Member
Jennifer Nossaman	Classroom Teacher
Holly Bailey	Classroom Teacher
Christa Hamburger	Other School Staff

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.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: School Site Council President Lisa Herbert

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.

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.

This SPSA was adopted by the SSC at a public meeting on 4/16/19.

Attested:

	Principal, Mary Mann on
	SSC Chairperson, Lisa Herbert on

Recommendations and Assurances

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The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
(signature) (ELAC)	English Learner Advisory Committee
(signature) - teacher (GATE) *(signature)* - parent (GATE)	Gifted and Talented Education Program Advisory Committee
(signature) Lisa Herbert	Other: School Site Council President Lisa Herbert

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.

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.

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Attested:

Principal, Mary Mann on *Mary Mann 04/16/2019*

SSC Chairperson, Lisa Herbert on *Lisa Herbert 4/16/19*