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	Santa Clarita Elementary School
Address	27177 Seco Canyon Road Saugus, CA 91350
County-District-School (CDS) Code	19649986022701
Principal	Theophane E. Korie
District Name	Saugus Union Elementary School District
SPSA Revision Date	May 1, 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.

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School Vision and Mission

Santa Clarita serves approximately 380 students in Kindergarten through sixth grades and 174 students in special education preschool. Our school focus is science with integration of technology throughout the curriculum. The staff at Santa Clarita Elementary is a dedicated group of highly qualified professionals. Our mission is to create an environment where students and staff work together with respect, integrity and passion. We are committed to providing excellence in education while modeling good character in order to shape young lives to become productive citizens of tomorrow. Our vision is to deliver academic and personal success for every child in a collaborative, positive, joyful, and safe environment.

School Profile

Santa Clarita houses approximately 380 students in grades Kindergarten through sixth grades and approximately 174 preschool children in special education. The school population is 11.41% Asian, 4.52% Black or African American, 37.86% Hispanic or Latino and 43.11% White, 2.89% two or more races. 9.21% Of the students in TK - 6 , 9.21% are English Learners and 22.3% are students with disabilities and 26.57% are Socially Economically Disadvantaged.

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

Review and update of previous plan was done with teachers and staff during several staff meetings. The ELAC, school site council members and parents gave input during school site council and ELAC 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%	0.26%	1	1	1
African American	3.1%	3.5%	3.87%	13	15	15
Asian	3.4%	3.5%	3.87%	14	15	15
Filipino	3.8%	3.9%	4.12%	16	17	16
Hispanic/Latino	36.1%	36.2%	33.25%	151	156	129
Pacific Islander	%	%	0.26%			1
White	50.5%	51.0%	52.06%	211	220	202
Multiple/No Response	2.9%	0.2%	0.26%	12	1	1
			Total Enrollment	418	431	388

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	72	94	51
Grade 1	51	52	71
Grade 2	41	49	49
Grade3	59	44	50
Grade 4	66	60	40
Grade 5	65	68	59
Grade 6	64	64	68
Total Enrollment	418	431	388

Conclusions based on this data:

1. The school enrollment grew in 2016 -2017 school year, it declined significantly in 2017 -2018.

2. The percentage of the different subgroups has remained stable in the past three years.

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	45	40	42	10.8%	9.3%	10.8%
Fluent English Proficient	19	19	22	4.5%	4.4%	5.7%
Reclassified Fluent English Proficient	11	10	5	25.6%	22.2%	12.5%

Conclusions based on this data:

1. The number of English Learners has remained stable in the last three years.

2. There was a significant drop in the number of reclassified students from a high of 25.6% in 2015 - 2016 to 12.5% in 2017 - 2018.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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	61	42	49	60	41	48	60	41	48	98.4	97.6	98
Grade 4	71	57	46	69	57	44	69	57	44	97.2	100	95.7
Grade 5	65	67	61	65	67	60	65	67	60	100	100	98.4
Grade 6	64	67	66	64	67	66	64	67	66	100	100	100
All Grades	261	233	222	258	232	218	258	232	218	98.9	99.6	98.2

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	2416.	2437.	2450.	20	26.83	33.33	18	34.15	31.25	30	14.63	22.92	32	24.39	12.50
Grade 4	2473.	2463.	2465.	29	19.30	22.73	19	29.82	29.55	26	24.56	15.91	26	26.32	31.82
Grade 5	2496.	2502.	2512.	9	22.39	21.67	45	32.84	36.67	23	17.91	23.33	23	26.87	18.33
Grade 6	2549.	2538.	2541.	25	8.96	24.24	28	50.75	27.27	36	28.36	33.33	11	11.94	15.15
All Grades	N/A	N/A	N/A	21	18.53	25.23	28	37.50	31.19	29	21.98	24.77	23	21.98	18.81

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	23	34.15	37.50	38	41.46	43.75	38	24.39	18.75
Grade 4	26	19.64	22.73	43	64.29	54.55	30	16.07	22.73
Grade 5	15	17.91	21.67	51	53.73	56.67	34	28.36	21.67
Grade 6	25	14.93	25.76	48	65.67	39.39	27	19.40	34.85
All Grades	22	20.35	26.61	45	57.58	48.17	32	22.08	25.23

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	20	21.95	27.08	44	48.78	56.25	36	29.27	16.67
Grade 4	30	25.00	18.18	55	44.64	52.27	14	30.36	29.55
Grade 5	17	31.34	36.67	60	47.76	43.33	23	20.90	20.00
Grade 6	31	23.88	37.88	52	59.70	36.36	17	16.42	25.76
All Grades	25	25.97	31.19	53	50.65	45.87	22	23.38	22.94

Listing 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	20	31.71	31.25	72	46.34	58.33	8	21.95	10.42
Grade 4	14	10.71	18.18	68	64.29	61.36	17	25.00	20.45
Grade 5	14	19.40	8.33	66	64.18	78.33	20	16.42	13.33
Grade 6	17	14.93	22.73	77	67.16	62.12	6	17.91	15.15
All Grades	16	18.18	19.72	71	61.90	65.60	13	19.91	14.68

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	20	24.39	35.42	53	46.34	47.92	27	29.27	16.67
Grade 4	26	19.64	27.27	49	60.71	47.73	25	19.64	25.00
Grade 5	26	28.36	23.33	58	41.79	58.33	15	29.85	18.33
Grade 6	36	23.88	30.30	58	64.18	57.58	6	11.94	12.12
All Grades	27	24.24	28.90	55	53.68	53.67	18	22.08	17.43

Conclusions based on this data:

1. Approximately 56% of all students met the standard in ELA in the last two years. The students who nearly met standard grew slightly in the same period from 21.98% to 24.77% while those that did not meet standard declined from 21.98% to 18.81%.

2. Reading and writing are weak areas with 25.23% (reading) and 22.94% (writing) of students below standard.

3. The percentage of students who were below standard in Listening and speaking decreased from 19.91% to 14.68%. Research and inquiry also decreased from 22.08% to 17.43%.

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	61	42	48	60	41	47	60	41	47	98.4	97.6	97.9
Grade 4	71	57	46	70	57	45	70	57	45	98.6	100	97.8
Grade 5	65	67	61	65	67	60	65	67	60	100	100	98.4
Grade 6	64	67	66	64	67	66	64	67	66	100	100	100
All Grades	261	233	221	259	232	218	259	232	218	99.2	99.6	98.6

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	2412.	2430.	2447.	7	21.95	19.15	27	29.27	40.43	37	29.27	29.79	30	19.51	10.64
Grade 4	2467.	2494.	2471.	13	12.28	13.33	20	45.61	35.56	50	36.84	28.89	17	5.26	22.22
Grade 5	2471.	2500.	2508.	3	19.40	15.00	9	13.43	18.33	52	32.84	51.67	35	34.33	15.00
Grade 6	2541.	2522.	2535.	20	1.49	19.70	28	32.84	28.79	30	50.75	24.24	22	14.93	27.27
All Grades	N/A	N/A	N/A	11	12.93	16.97	21	29.74	29.82	42	38.36	33.94	26	18.97	19.27

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	10	26.83	42.55	45	31.71	34.04	45	41.46	23.40
Grade 4	23	41.07	24.44	40	44.64	42.22	37	14.29	33.33
Grade 5	9	29.85	25.00	28	25.37	48.33	63	44.78	26.67
Grade 6	28	11.94	25.76	42	53.73	34.85	30	34.33	39.39
All Grades	18	26.84	28.90	39	39.39	39.91	44	33.77	31.19

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	13	31.71	31.91	52	43.90	55.32	35	24.39	12.77
Grade 4	17	14.29	13.33	46	76.79	55.56	37	8.93	31.11
Grade 5	2	19.40	13.33	54	46.27	55.00	45	34.33	31.67
Grade 6	22	10.45	22.73	45	61.19	45.45	33	28.36	31.82
All Grades	14	17.75	20.18	49	57.58	52.29	37	24.68	27.52

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
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
Grade 3	17	29.27	27.66	67	48.78	53.19	17	21.95	19.15
Grade 4	19	14.29	24.44	53	69.64	51.11	29	16.07	24.44
Grade 5	2	16.67	15.00	49	48.48	51.67	49	34.85	33.33
Grade 6	19	10.45	18.18	55	67.16	48.48	27	22.39	33.33
All Grades	14	16.52	20.64	56	59.13	50.92	31	24.35	28.44

Conclusions based on this data:

1. The number of students who met or exceeded standard increased from 32% in 2015 - 2016 to 46.79% in 2017 - 2018. Students who did not meet standard decreased from 26% to 19.27% in the same period.

2. The number of students who achieved above standard in each of the claim areas increased each year 2015/16 to 2017/18. . However, concept and procedures is still the weakest area with 31.19% of the students not meeting standard.

3. Of the 53.21% of students who did not meet standard in 2017 - 2018 , 33.94% were on the cusp of meeting standard.

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	1454.9	1458.9	1445.3	15
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				38

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	*	*	*	*	*	*			15
Grade 1	*	*	*	*					*
Grade 2			*	*	*	*			*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	14	36.84	19	50.00	*	*			38

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	*	*	*	*	*	*			15
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	19	50.00	18	47.37	*	*			38

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	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*			*
Grade 2			*	*			*	*	*
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
All Grades	13	34.21	13	34.21	*	*	*	*	38

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	13	86.67	*	*			15
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	27	71.05	11	28.95			38

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	*	*	11	73.33			15
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	16	42.11	22	57.89			38

	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	*	*	*	*			15
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	12	31.58	23	60.53	*	*	38

	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	*	*	*	*	*	*	15
Grade 1	*	*	*	*			*
Grade 2			*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	17	44.74	20	52.63	*	*	38

Conclusions based on this data:

1. A significant number (15 or 39.47%) of our English Learner population are kindergartners. 23 of the English learners are in in grades 1 through 6.

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**
388	**32.0%**	**10.8%**	**0.8%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	10.8%
Foster Youth	3	0.8%
Homeless	3	0.8%
Socioeconomically Disadvantaged	124	32.0%
Students with Disabilities	79	20.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3.9%
American Indian	1	0.3%
Asian	15	3.9%
Filipino	16	4.1%
Hispanic	129	33.2%
Two or More Races	8	2.1%
Pacific Islander	1	0.3%
White	202	52.1%

Conclusions based on this data:

1. A significant number of the student population 20.4% or 1 out of every 5 students are students with disabilities.

2. 32 % or approximately 1 out of every 3 students are socioeconomically disadvantaged.

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 Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall student performance increased in ELA and Mathematics.

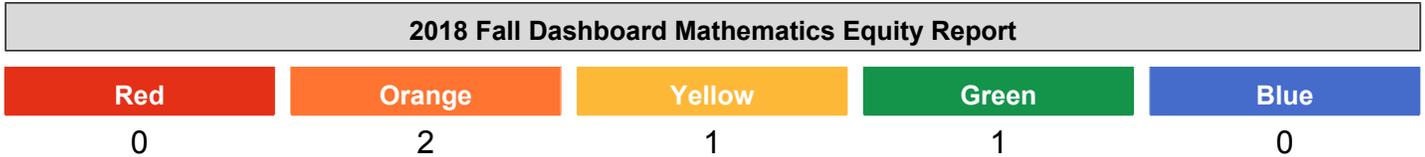**2.** Chronic absenteeism and suspension rates continues to improve.

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	Red	Orange	Yellow	Green	Blue	Highest Performance

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	1	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
8.1 points above standard	0.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.6 points	Increased 23.5 points	2 students
209 students	31 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.7 points below standard	61.3 points below standard
2 students	Increased 14.8 points	Declined -16.8 points
	64 students	45 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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7 students	1 students	6 students	6 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
7.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	16.1 points above standard
Increased 11.6 points	6 students		Increased 5.1 points
77 students			106 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**
43.8 points below standard	23.1 points above standard	9.4 points above standard
11 students	Declined -8 points	Increased 5.8 points
	20 students	173 students

Conclusions based on this data:

1. Overall, all students including the socioeconomically disadvantaged, Hispanic and White groups improved their performance from the previous year.

2. The performance of our students with disabilities decreased from the previous year.

3. Although reclassified English Learners declined by 8 points they continue to outperform English only students by scoring 23.1 points above standard compared to 9.4 points above standard for English only students.

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	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
Yellow	No Performance Color	No Performance Color
11.6 points below standard	7.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2.8 points	Increased 3.2 points	2 students
208 students	31 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	31.9 points below standard	59.6 points below standard
2 students	Increased 11.1 points	Declined -9.7 points
	63 students	45 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7 students	1 students	6 students	6 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
27.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	2.6 points below standard
Maintained 1.3 points			Increased 5.1 points
77 students	5 students		106 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	**Reclassified English Learners**	**English Only**
37.1 points below standard	8.6 points above standard	12.7 points below standard
11 students	Declined -6.5 points	Increased 3 points
	20 students	172 students

Conclusions based on this data:

1. Each significant group with the exception of students with disabilities maintained or improved their performance from the previous year.

2. Although each significant group maintained or increased their performance each group still performed below standard ranging from 2.6 points below standard for White students to 59.6 points for students with disabilities.

3. Reclassified English Learners declined by 6.5 points but still scored at 8.6 points above standard compared to English only students who scored at 12.7 points below standard.

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
38	36.8%	50%	13.2%	

Conclusions based on this data:

1. Of the 38 students who are English Learners none scored at the beginning level in the ELPAC.

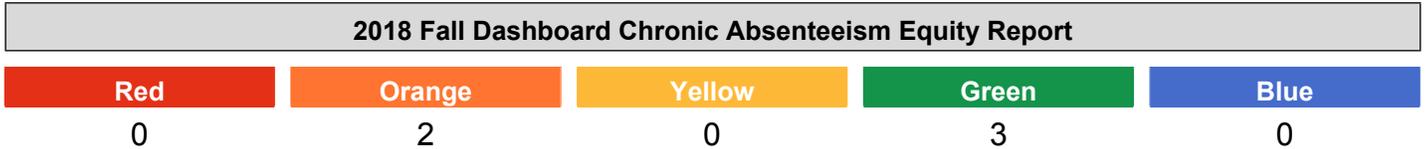**2.** 86.8% scored in the moderately developed or well developed categories.

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
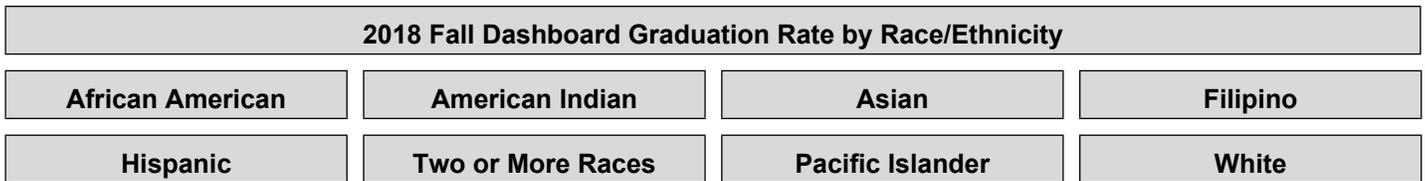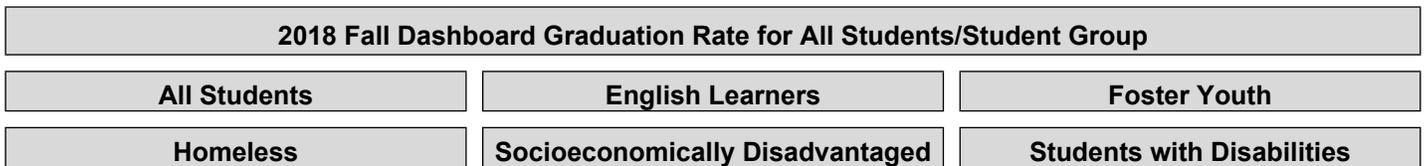## Chronic Absenteeism

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	2	0	3	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
8% chronically absent	4.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.8%	Declined 5.4%	
426 students	49 students	4 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	10% chronically absent	8% chronically absent
	Increased 2%	Declined 5.4%
6 students	130 students	88 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
6.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.5% chronically absent	0% chronically absent
Declined 5.5%	1 students	Declined 2.1%	Declined 5.6%
16 students		22 students	18 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
9.2% chronically absent	25% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7% chronically absent
Increased 3.1%	12 students	1 students	Declined 3.9%
141 students			215 students

Conclusions based on this data:

1. Chronic absenteeism declined by 0.8% for the whole school.

2. Chronic absenteeism increased for the socioeconomically disadvantaged subgroup by 2% for a total of 10% and for the Hispanic subgroup by 3.1% for a total of 9.2%.

3. Chronic absenteeism declined for students with disabilities by 5.4% to 8% and for White students by 3.9% to 7%.
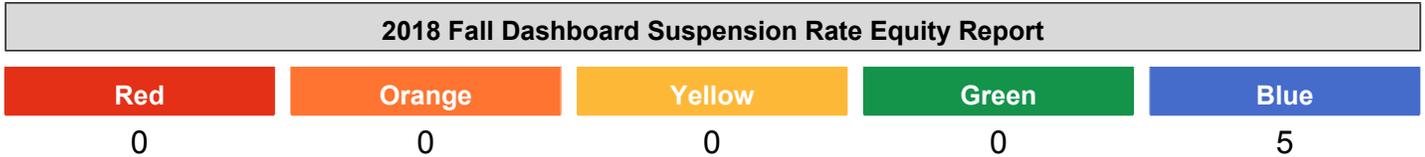
School and Student Performance Data

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.
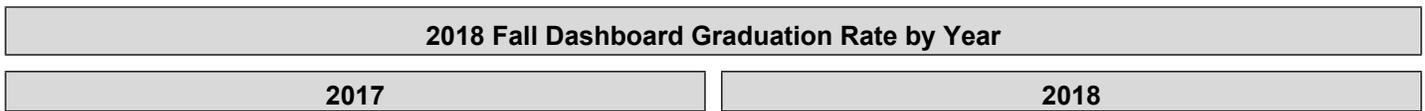
School and Student Performance Data

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	0	0	0	5

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% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2%	Maintained 0%	4 students
429 students	49 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
6 students	Maintained 0%	Maintained 0%
	130 students	88 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Maintained 0%		Maintained 0%	Maintained 0%
16 students		22 students	18 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once
Maintained 0%	Maintained 0%		Declined -0.4%
142 students	14 students		215 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% suspended at least once	0.2% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. There were no significant changes with suspension rates from the previous year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

1. Increase achievement in English Language Arts as measured by CAASPP results from 56% mastery to 65% as measured by the 2019 CAASPP
2. Increase the number of reclassified English Language (EL) student.
3. Increase achievement in Mathematics as measured by CAASPP results from 46% mastery to 55% as measured by the 2019 CAASPP
4. Increase student understanding and Performance in Science
5. Increase Students' Physical Fitness
6. Increase student learning and experience of Visual and Performing Arts (VAPA)
7. Increase student and teacher integration of technology in teaching, learning and assessment.
8. Increase student learning in Social studies
9. Increase student achievement for Students with Disabilities
10. Increase Gifted and Talented Education (GATE) students' achievement

LCAP Goal

Increase Student Achievement

Basis for this Goal

CAASPP, and CELDT results from 2017 -2018

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 2020	ELA - 56%	ELA - 65%
CAASPP 2020	Mathematics 46%	Mathematics - 55%

Planned Strategies/Activities

Strategy/Activity 1

Instructional Priority

ELA

* Develop a coherent and aligned ELA standards based pacing guide to guide instruction

*Provide scholastic reader for all students 1st through 6

- Library time for all students once a week

- Continue to implement and support CRLP Results to improve fluency and reading in TK – 3rd grades.

- Train new primary and RSP teachers in the CRLP Results program.

- Continue to implement Vocabulary instruction in Kindergarten through 6th grades

- Consistent (daily) teacher led intervention in each classroom.

- Provide supplementary materials (Ready Common Core and A – Z Literacy material) to support teaching of literacy skills using informational texts and fiction/literature; writing; listening and speaking

- Instructional strategy – Gradual release model/direct instruction.

*Administer all IABs as formative assessment for monitoring and planning students progress towards mastery of standards.

*Provide workshop to teachers on hand scoring of short writes and essays for the IABs.

ELD

- Implement and monitor 30 minutes of ELD designated instructional time

- Provide homework assistance for EL students

- Participate in Constructing Meaning training

Mathematics

- Revise and implement Math pacing/curriculum using the Learning targets

- Use the gradual release model/direct instruction for teaching of lessons

- Continue to implement common assessments every three weeks to monitor student learning and inform instruction

- Administer all IABs as formative assessments

*Continue to provide PD for teachers in the use of the Item and Task Specification documents from SBAC to understand the scope and content of Learning Targets/Standards.

* Analyze grade level data of 3 week assessment to monitor student progress and determine further instruction (remediation, intervention, enrichment etc.)

* Teachers will continue to receive professional development in writing assessment questions and performance tasks to guide instruction

* Provide time for teachers to collaborate and plan Math instruction.

Science, Social Studies, PE, VAPA

- Provide hands on science experience to all students through Wonder Wednesday Science activities

- Provide 200 minutes of PE instruction every 10 instructional days

- Continue to support school choir

- Continue to provide music instruction K through 6th grade

- Participate in TOSA Art residencies

*Provide opportunities for Kennedy trained

teachers to provide inservice to other teachers

*Provide opportunities for assemblies, field trips and opportunities related to science, arts, music, PE, health.

*Continue to Implement the SPARK program for PE; students participate in the Jog-a-thon, Red ribbon week activities.

* All teachers and students will have the adopted textbooks in science and Social Studies.

* Provide professional development opportunities for teachers in science, social studies, VAPA, PE, and use of instructional technology.

* Provide opportunities for teachers to learn and support integration and use of technology in the classroom.

* Use SST online to record and track intervention and support services provided to students.

Technology

District will service and maintain technology equipment including printers and other accessories/consumables

* Students will use Typing Club to enhance their typing and computer skills

* Students will have at least 30 minutes a week in the computer lab to practice their typing skills and engage in distributive practice for math

* Integration of Flat Panels for learning and instruction

* TOSA support

* Teachers will receive continuing professional development in using Flat Panels

* Teachers will receive professional development in using technology to enhance student learning

*Teachers will receive professional development on use of google applications as a platform for instruction and communicating with students and parents.

*Support teachers in the use of chromebooks for instruction in the classroom.

Students to be Served by this Strategy/Activity

Timeline

8-13 -19 - 6-12-2020

All Students

Person(s) Responsible

Staff, Site Council, ELAC

Proposed Expenditures for this Strategy/Activity

Amount	6175
Source	LCFF-EL
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Substitutes and Hourly Reimbursement * 3 days Coach * 1 day for each SELD teacher * 15 hours for each SELD teacher * Benefits

Amount	8700
Source	LCFF-EL
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant NCLB Aide for GOAL

Amount	5000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials

Strategy/Activity 2

Additional Instructional Opportunities

* EL and SED students will receive homework assistance during "Homework Haven."

Students to be Served by this Strategy/Activity

English Learners, Homeless and Foster youth

Timeline

September 10 2018 to May 31, 2019

Person(s) Responsible

Staff, Site Council, ELAC

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF-EL
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Homework Haven

Strategy/Activity 3

Ongoing Assessment and Monitoring

* Analyze individual student summary results CELDT, benchmarks and progress monitoring scores, ADEPT, Pearson)
*Analyze and use3 week and IAB assessment data for planning and revising instruction
* ELD Articulation Meetings
* Redesignation Meetings
* Analyze Grade level data to monitor student progress and determine further instruction (intervention, enrichment etc.)
* Site Council, ELAC and GATE to monitor student progress
* Review Math Field Day results
* Benchmark Assessments
* GATE Identification

Students to be Served by this Strategy/Activity

Timeline

8-13-2019 - 6-12-2020

Person(s) Responsible

Staff, Site Council, ELAC

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF-EL
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs

Amount	50
Source	LCFF-EL
Budget Reference	4000-4999: Books And Supplies
Description	Parent Meetings - Supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student and Parent Engagement

Goal Statement

1. Decrease Truancy, Chronic Absenteeism, suspensions, and expulsions
2. Meet the specific needs of our Foster, ELL, Economically Disadvantaged, and Homeless Students.
3. Increase parent satisfaction with school communication
4. Increase students' and teachers sense of safety and school connectedness
5. Continue collaboration with the PTC to sustain parent supported/sponsored programs.
6. Increase Parent Engagement

LCAP Goal

Increase Meaningful and Purposeful Student and Parent Engagement

Basis for this Goal

Attendance reports, SART, DART, SARB records, parent, teacher and student surveys.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic absence report	8% for 2017/2018 school year	6% for 2019/2020 school year

Planned Strategies/Activities

Strategy/Activity 1

- Provide translation services at school during parent conferences

- Maintain and update school website

- Use constant contact for school messages and weekly bulletins

- School counselor will conduct small group social skills counseling for students with priority given to students in our unduplicated count population

- Continue PBIS implementation

- Attend PBIS Year 3 trainings

Provide opportunity for PBIS implementation committee to meet once a month to review progress of implementation.

Use SWIS to keep and analyze behavior Data for evaluation and design of actions plans for PBIS

- PTC sponsored Music program Preschool – 6th

- PTC sponsored Art program

- PTC sponsored Assemblies and field trips

- Provide parent workshops on
- Technology used by students
- Homework support
- California Mathematics Standards
- English Learners

Implement incentive programs to promote student attendance.

Provide Tuesday Newsletter reminders.

Recognize student attendance at assemblies and in the Tuesday Bulletin.

Provide Parent Education on the importance of attendance.

Follow through with attendance concerns using SART, DART, SARB committees.

Provide incentives at Awards Assemblies to recognize student achievement and citizenship.

Cross grade level buddy activities.

Students to be Served by this Strategy/Activity

All Students

Timeline

8-13-2019 - 6-12-2020

All students

All parents

Person(s) Responsible

Staff, Site Council,
Teachers, principal, PBIS coach, counselor.

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	School and Library Improvement Program Block
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs

Amount	2600
Source	School and Library Improvement Program Block
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Planning
Amount	10000
Source	School and Library Improvement Program Block
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides
Amount	2623
Source	School and Library Improvement Program Block
Budget Reference	3000-3999: Employee Benefits
Description	Employee Benefits
Amount	2135
Source	School and Library Improvement Program Block
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials
Amount	1000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs
Amount	10000
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides
Amount	4000
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides - Kindergarten
Amount	10000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials

Strategy/Activity 2

Ongoing Assessment and Monitoring

Students to be Served by this Strategy/Activity

All Students

Timeline

8-13-2019 - 6-12-2020
All Students

Person(s) Responsible

Staff, Site Council

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	School and Library Improvement Program Block
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs

Amount	1000
Source	School and Library Improvement Program Block
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Data Analysis Hourly

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Basic Conditions of Learning

Goal Statement

1. Students have access to state-approved standards-based materials.
2. All teachers will be appropriately credentialed based on state requirements
3. Maintain and Clean School Properties

LCAP Goal

Provide an Appropriate Basic Condition of Learning

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

- Conduct new teacher support workshops

- Provide release time to support new teachers to collaborate and plan

- Support new teachers to participate in PAR and Induction programs

- Monitor and support custodial staff

*Coordinate with district to purchase all prescribed books for students and teachers

Students to be Served by this Strategy/Activity

Timeline

All students K - 6

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs

Amount	2000
Source	School and Library Improvement Program Block
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Planning Hourly

Amount	3000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

All Students K - 6

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

1. Increase achievement in English Language Arts as measured by CAASPP results from 56% mastery to 65% as measured by the 2018 CAASPP
2. Increase the number of reclassified English Language (EL) student.
3. Increase achievement in Mathematics as measured by CAASPP results from 43% mastery to 55% as measured by the 2018 CAASPP
4. Increase student understanding and Performance in Science
5. Increase Students' Physical Fitness
6. Increase student learning and experience of Visual and Performing Arts (VAPA)
7. Increase student and teacher integration of technology in teaching, learning and assessment.
8. Increase student learning in Social studies
9. Increase student achievement for Students with Disabilities
10. Increase Gifted and Talented Education (GATE) students' achievement

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
Instructional Priority ELA * Develop a coherent and aligned ELA standards based pacing guide to guide instruction *Provide scholastic reader for all students 1st through 6 • Library time for all students once a week • Continue to implement and support CRLP Results to improve fluency and reading in TK – 3rd grades.	Each grade level began. Still in progress All grade 1 - 6 students have scholastic readers. All classes attended library once a week Implementation of the CRLP continued in grades 1 - 3 for trained teachers. Did not train new primary and RSP teachers. Implementation was partial and not consistent across all classrooms.	Teacher Substitutes and Hourly Reimbursement * 3 days Coach * 1 day for each SELD teacher * 15 hours for each SELD teacher * Benefits 1000-1999: Certificated Personnel Salaries LCFF-EL 6175	
		Instructional Assistant NCLB Aide for GOAL 2000-2999: Classified Personnel Salaries LCFF-EL 8700	
		Instructional Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 5000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Train new primary and RSP teachers in the CRLP Results program. • Continue to implement Vocabulary instruction in Kindergarten through 6th grades • Consistent (daily) teacher led intervention in each classroom. • Provide supplementary materials (Ready Common Core and A – Z Literacy material) to support teaching of literacy skills using informational texts and fiction/literature; writing; listening and speaking • Instructional strategy – Gradual release model/direct instruction. *Administer all IABs as formative assessment for monitoring and planning students progress towards mastery of standards.	Teachers led had 30 minutes of intervention daily to address specific needs of their students. Did not provide Ready Common Core. All teachers and students were provided access to Learning A - Z materials in Reading and Science. Teachers continue to use direct instruction/gradual release strategy for instruction. Teachers administered IABs in Math and ELA. However it was not consistent and there were challenges with hand scoring of some items. Did not have workshops for all teachers on hand scoring short writes and essays for IABs. 3 teachers attended the workshops on their own. 30 minutes of designated ELD instruction Homework assistance implemented for for EL, foster and homeless youth. CM training was not offered this year for teachers to attend. 4 teachers already trained. Teachers continued to refine Math pacing guide. Teachers used direct instruction/gradual release strategy for Math instruction.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Provide workshop to teachers on hand scoring of short writes and essays for the IABs. ELD - Implement and monitor 30 minutes of ELD designated instructional time - Provide homework assistance for EL students - Participate in Constructing Meaning training Mathematics - Revise and implement Math pacing/curriculum using the Learning targets - Use the gradual release model/direct instruction for teaching of lessons - Continue to implement common assessments every three weeks to monitor student learning and inform instruction - Administer all IABs as	Teachers administered Math assessments every 3 weeks of instruction. IABs were administered. It was not consitsent in all classrooms. Workshops were not provided this school year. Teachers analyzed and used information from assessment to drive intervention/enrichment sessions. None provided this school year. Teachers had collaboration time during admin led and teacher led CIPs for collaboration. Each class had rotation times for hands on experience in science during wonder Wednesday science activities. Teachers provided 200 minutes of instruction every 10 days to students. School choir still in place with practices every Tuesday and performances during assemblies and special occasions. Participated in 3 residences during the school year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
formative assessments	Not in yet in place.		
*Continue to provide PD for teachers in the use of the Item and Task Specification documents from SBAC to understand the scope and content of Learning Targets/Standards.	Yes Yes Yes		
* Analyze grade level data of 3 week assessment to monitor student progress and determine further instruction (remediation, intervention, enrichment etc.)	There were training sessions for science but not for the others.		
* Teachers will continue to receive professional development in writing assessment questions and performance tasks to guide instruction	Training sessions conducted by site technology representative. Held SST and used the SST online to capture data and information.		
* Provide time for teachers to collaborate and plan Math instruction.	Yes		
Science, Social Studies, PE, VAPA			
• Provide hands on science experience to all students through Wonder Wednesday Science activities	Yes, now using keyboarding without tears. Students have chromebooks in the classroom at 1:1 ratio in grades 3 - 6. 1:4 in grades TK - 2.		
• Provide 200 minutes of PE instruction every 10 instructional days	Yes Yes		
• Continue to support school choir	TOSA available on request to support teachers.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Continue to provide music instruction K through 6th grade • Participate in TOSA Art residencies *Provide opportunities for Kennedy trained teachers to provide inservice to other teachers *Provide opportunities for assemblies, field trips and opportunities related to science, arts, music, PE, health. *Continue to Implement the SPARK program for PE; students participate in the Jog-a-thon, Red ribbon week activities. * All teachers and students will have the adopted textbooks in science and Social Studies. * Provide professional development opportunities for teachers in science, social studies, VAPA, PE, and use of instructional technology. * Provide opportunities for teachers to learn and support integration and use of technology in the classroom. * Use SST online to record and track intervention and support services provided to students.	Partial success. Partial success with some teachers becoming google certified. Yes, all grade levels trained by the District.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Technology District will service and maintain technology equipment including printers and other accessories/consumables * Students will use Typing Club to enhance their typing and computer skills * Students will have at least 30 minutes a week in the computer lab to practice their typing skills and engage in distributive practice for math * Integration of Flat Panels for learning and instruction * TOSA support * Teachers will receive continuing professional development in using Flat Panels * Teachers will receive professional development in using technology to enhance student learning *Teachers will receive professional development on use of google applications as a platform for instruction and communicating with students and parents. *Support teachers in the use of chromebooks for instruction in the classroom.			
Additional Instructional Opportunities	Yes	Homework Haven 2000-2999: Classified Personnel Salaries LCFF-EL 2000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* EL and SED students will receive homework assistance during "Homework Haven."			
Ongoing Assessment and Monitoring * Analyze individual student summary results CELDT, benchmarks and progress monitoring scores, ADEPT, Pearson) *Analyze and use3 week and IAB assessment data for planning and revising instruction * ELD Articulation Meetings * Redesignation Meetings * Analyze Grade level data to monitor student progress and determine further instruction (intervention, enrichment etc.) * Site Council, ELAC and GATE to monitor student progress * Review Math Field Day results * Benchmark Assessments * GATE Identification	Yes Yes Yes Yes Yes Yes Yes Yes	Sub Costs 1000-1999: Certificated Personnel Salaries LCFF-EL 1500 Parent Meetings - Supplies 4000-4999: Books And Supplies LCFF-EL 50	

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

1. Decrease Truancy, Chronic Absenteeism, suspensions, and expulsions
2. Meet the specific needs of our Foster, ELL, Economically Disadvantaged, and Homeless Students.
3. Increase parent satisfaction with school communication
4. Increase students' and teachers sense of safety and school connectedness
5. Continue collaboration with the PTC to sustain parent supported/sponsored programs.
6. Increase Parent Engagement

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
• Provide translation services at school during parent conferences • Maintain and update school website • Use constant contact for school messages and weekly bulletins • School counselor will conduct small group social skills counseling for students with priority given to students in our unduplicated count population • Continue PBIS implementation	Translation services provided as needed during conferences and IEPs. School website maintained Used in sending messages to the school community. Yes Implementing Tier 1 and training and putting in place what is needed to implement tier 2 Met once every month. Trained office staff to input and generate data from SWISS. All classes preschool through grade 6 had music education.	Substitute Costs 1000-1999: Certificated Personnel Salaries School and Library Improvement Program Block 6000	
		Planning 1000-1999: Certificated Personnel Salaries School and Library Improvement Program Block 2600	
		Instructional Aides 2000-2999: Classified Personnel Salaries School and Library Improvement Program Block 10000	
		Employee Benefits 3000-3999: Employee Benefits School and Library Improvement Program Block 2623	
		Instructional Materials 4000-4999: Books And Supplies School and Library Improvement Program Block 2135	
		Substitute Costs 1000-1999: Certificated	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Attend PBIS Year 3 trainings Provide opportunity for PBIS implementation committee to meet once a month to review progress of implementation. Use SWIS to keep and analyze behavior Data for evaluation and design of actions plans for PBIS • PTC sponsored Music program Preschool – 6th • PTC sponsored Art program • PTC sponsored Assemblies and field trips • Provide parent workshops on • Technology used by students • Homework support • California Mathematics Standards • English Learners Implement incentive programs to promote student attendance. Provide Tuesday Newsletter reminders. Recognize student attendance at assemblies and in the Tuesday Bulletin. Provide Parent Education on the importance of attendance.	15 assemblies and field trips sponsored by the PTC. Held two parent workshops on Technology and CAASPP testing. Bulletins sent to the community each Tuesday. Information and reminders in Tuesday Bulletins Held SART meetings Recognized students for outstanding citizenship and academic achievement at award assemblies. Yes.	Personnel Salaries Unrestricted 1000 Instructional Aides 2000-2999: Classified Personnel Salaries Unrestricted 10000 Instructional Aides - Kindergarten 2000-2999: Classified Personnel Salaries General Fund 4000 Instructional Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 10000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Follow through with attendance concerns using SART, DART, SARB committees. Provide incentives at Awards Assemblies to recognize student achievement and citizenship. Cross grade level buddy activities.			
Ongoing Assessment and Monitoring		Substitute Costs 1000-1999: Certificated Personnel Salaries School and Library Improvement Program Block 4000	
		Data Analysis Hourly 1000-1999: Certificated Personnel Salaries School and Library Improvement Program Block 1000	

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

1. Students have access to state-approved standards-based materials.
2. All teachers will be appropriately credentialed based on state requirements
3. Maintain and Clean School Properties

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
• Conduct new teacher support workshops • Provide release time to support new teachers to collaborate and plan • Support new teachers to participate in PAR and Induction programs • Monitor and support custodial staff *Coordinate with district to purchase all prescribed books for students and teachers	Given time to plan on CIP days. All new teachers are participating in the new teacher induction program. All textbooks provided by the district.	Substitute Costs 1000-1999: Certificated Personnel Salaries Unrestricted 2000	
		Planning Hourly 1000-1999: Certificated Personnel Salaries School and Library Improvement Program Block 2000	
		Instructional Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 3000	
		Substitute Costs 1000-1999: Certificated Personnel Salaries Unrestricted 2000	

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	85,783.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Fund	4000	0.00
Lottery: Instructional Materials	18000	0.00
School and Library Improvement Program Block	30358	0.00
Unrestricted	15000	0.00
LCFF-EL	18425	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	4,000.00
LCFF-EL	18,425.00
Lottery: Instructional Materials	18,000.00
School and Library Improvement Program Block	30,358.00
Unrestricted	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,275.00
2000-2999: Classified Personnel Salaries	34,700.00
3000-3999: Employee Benefits	2,623.00
4000-4999: Books And Supplies	20,185.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Fund	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,675.00
2000-2999: Classified Personnel Salaries	LCFF-EL	10,700.00
4000-4999: Books And Supplies	LCFF-EL	50.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	18,000.00
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	15,600.00
2000-2999: Classified Personnel Salaries	School and Library Improvement Program Block	10,000.00
3000-3999: Employee Benefits	School and Library Improvement Program Block	2,623.00
4000-4999: Books And Supplies	School and Library Improvement Program Block	2,135.00
1000-1999: Certificated Personnel Salaries	Unrestricted	5,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	10,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sharon Miller	Parent or Community Member
Jenna Roper	Parent or Community Member
Claudia Ortiz	Parent or Community Member
Ricki Chilvers	Parent or Community Member
Apryl Levine	Parent or Community Member
Dorthea Newcomb	Other School Staff
Holly Augustine	Classroom Teacher
Amanda Howard	Classroom Teacher
Beth (Robertson) Perdisatt	Classroom Teacher
Theophane Korie	Principal

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

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 May 20, 2019.

Attested:

Principal, Theophane E. Korie on
SSC Chairperson, Sharon Miller on

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:
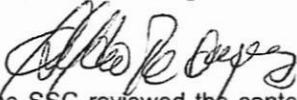
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Principal, Theophane E. Korie on May 20, 2019

SSC Chairperson, Sharon Miller on May 20, 2019