

The School Plan for Student Achievement

School: Discovery School
CDS Code: 19646670124099
District: Lancaster School District
Principal: Cindy Queen
Revision Date: October 2, 2018

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

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

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The District Governing Board approved this revision of the SPSA on .
October 16, 2018

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School Vision and Mission

Discovery School's Vision and Mission Statements

Lancaster School District Vision Statement:

Improve Learning For ALL Students NOW! (No Opportunity Wasted!) Options and Excellence in Education.

Lancaster School District Mission Statement:

The mission of the Lancaster School district is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

District Focuses:

- 1) Successful implementation of Common Core State Standards and 21st Century Teaching and Learning resulting in increased student achievement.
- 2) Successful adoption of School wide Positive Behavior Supports resulting in increased positive school climate and culture.
- 3) Successful application of District wide implementation systems, stages and strategies for effective and sustained promote high student achievement.

Discovery's Mission Statement

Our mission is to empower each child in grades TK-5 to think critically, to communicate effectively, to be creative, and to collaborate successfully. Our students will be college and career ready through the integration of technology using STEM and CCSS's focused curriculum.

Discovery's Vision Statement

Our vision is to create the best, rigorous STEM school in California where every student enjoys the learning process.

Discovery School is a place where students learn what it takes to become the innovators of tomorrow. If you have any questions about our school, please contact the principal, Kathy Lee, leek@lancsd.org, the assistant principal, Claudia Siques, siques@lancsd.org, or by phone at 661 949-3175.

Discovery School is dedicated to setting all of our students on a trajectory to enter a four-year university by delivering a challenging curriculum in which students not only learn and apply grade level material, but think critically and engage in team problem solving. Our TK-5 school has a special focus in the areas of science, technology, engineering, and math (STEM), which offer students a range of unique, exciting experiences and opportunities. We also have a focus on developing a college-going culture where students master critical writing, inquiry, collaboration, organization, and critical reading skills.

In developing leaders prepared for tomorrow's workforce, we teach the four C's: critical thinking, communication, collaboration, and creativity. We support students by giving them life and career skills; information, media, and technology skills; and all of these are built on a solid foundation of instruction.

Discovery School is located in Lancaster in the Antelope Valley, approximately 70 miles outside of Los Angeles. Opened in 2011, Discovery School converted to a TK-5 school for the 16-17 school year after having previously housed a 6-8 STEM Academy along with our lower grade students. STEM continues to be a focus of the school, with students in all classes using all 4 modules of LAUNCH curriculum for STEM instruction. As before, our students will still have the option to apply for Lancaster School District's STEM Academy, now located on a nearby campus.

Discovery promotes a positive school environment where the focus is on respect, responsibility and safety. Discovery implemented the Positive Behavior Intervention and Support (PBIS) program with fidelity in 2015. School wide and classroom matrixes were developed and taught to students during the 15/16 school year with a system of positive behavior tickets was created to acknowledge positive behaviors. In addition, teachers, administrators and support staff have attended staff development in Capturing Kids Hearts to address the social emotional needs of students.

During the 17-18 School Year, Lancaster School District adopted a new English Language Arts . As 35% of Discovery students are English Language Learners, a focus for our instructional program is insuring a high quality of English Language Development be taught daily. Students are grouped according to their needs by grade level and taught with specific ELD materials included in the new adoption. Staff development for ELD and regular monitoring are a focus for the current school year.

School Profile

Enrollment and Attendance:

Discovery school currently carries an enrollment of approximately 800 students. We are a demographically diverse school as 72 percent of students are Hispanic, 19 percent are African-American, and 7 percent are White. Approximately 88 percent of students qualify for free or reduced-price lunch. The staff is made up of 30 teachers which include four special education teachers. Discovery has one Resource specialist, a M/M K-1 SDC, a M/M/ 2-3 SDC, a M/S 3-5 SDC, and one Site Coach.

Discovery had an attendance rate of 95.58 for the 2015-2016 school year, slightly lower than the previous year, but among the highest of schools in the Lancaster School District.

Academics:

As with all schools across the state, Discovery has transitioned to the new Common Core State Standards (CCSS) as the foundation for instruction. The 14-15 school year was the first full year of fully implementing curriculum aligned with the new standards. To this end, and in alignment with the Lancaster LEA plan, Discovery has continued to allot a higher proportion of its State (LCFF) and Federal (Title I) budget to CCSS curriculum and professional development. In addition to core district adopted texts, supplemental books and intervention materials are used to support a wide variety of teaching strategies and techniques (i.e., cooperative learning, direct whole group and small group instruction, universal access, and differentiated instruction) to assure that every student including our Title I, ELL, Migrant, Foster, Homeless, GATE, and Special Education students have full access to the core curriculum. Interventions are administered within the student's homeroom during Personal Learning Time (PLT). Starting during the 16-17 school year, the site Instructional Coach provided direct intervention services during PLT, allowing greater access to academic support for students most in need. English Language Arts Curriculum is adopted for the current 17-18 school year. Throughout the year, professional development time will be focused on effective use of this new curriculum. In addition, English Language Development instruction will be a focus for professional development using the new ELD curriculum in the ELA adoption. Teachers utilize common grade level meeting time to plan instruction, to develop assessments, and to review data to improve instruction.

Discovery provides differentiated instruction to address the needs of our students. Students identified as GATE receive enrichment and supplemental instruction in addition to the regular curriculum. A designated GATE Coach coordinates a schedule of instructional sessions outside the classroom throughout the year as well as supporting a high-level instructional strategies. Students with identified disabilities have a current Individual Education Program (IEP) or 504 plan which addresses their unique educational needs. These students have complete access to the core curriculum through the delivery of instruction in the least restrictive environment (LRE) which may include a general education classroom with resource support (RSP) or a special day class as determined by their IEP Team. RSP modifications are coordinated between the classroom teacher and the resource teacher through the IEP process and collaborative meetings.

Response to Intervention (RTI) is demonstrated and observed during Personalized Learning Time and through the Scholastic Intervention programs, Read 180, System 44, and iRead. PLT is scheduled daily when students receive individual and small group support of the common core standards. Teachers use PLT to pre-teach and reteach key concepts needed to access the core curriculum and reinforce and extend the regular classroom programs. The Student Study Process (SST) assures the coordinated efforts of support staff, all teachers, and administrators to provide support and early intervention for our At-Risk and struggling students due to academic, behavior, and/or attendance concerns. The SST provides a wide range of strategies and interventions to meet the needs of our students. English Language Learners receive the core curriculum in English and primary language support and a multi-leveled structured English Language Development Program with push-in support from a part time ELL para-educator. To further support ELL students, ELAC meetings are held five times a year. DELAC meetings are also held at the district level. During this time parents are given strategies to better assist their children's academic progress in school and at home.

Homeless students are enrolled immediately and provided with equal educational services in accordance with Federal Legislation to ensure that these students have the opportunity to meet the challenging academic standards. The school district has appointed a Homeless Liaison to support families with enrollment, community support information, and transportation needs. Coordination of services for the homeless occurs through the Homeless Liaison and collaboration between the Department of Special Programs and the Department of Pupil safety and Attendance.

Access to Technology:

The Common Core State Standards (CCSS) will be assessed by the Smarter Balanced Assessment Consortium (SBAC) using a computer-based format, during which students will type short and long responses, use a keyboard and mouse to manipulate text, and they will watch videos and read passages to which they will respond. Given these requirements, and especially given the digital society in which we live, students will need to master computer skills including conducting research, preparing presentations and reports, and using technology to learn. In a similar fashion, classrooms must be equipped with technology that facilitates student

learning, and budgets must be in line with meeting these needs. In addition to laptop carts, IPAD carts, (which support LAUNCH curriculum), one computer lab, and Chromebook carts, a school focus is to equip all classrooms with Smartboard or Smartboard-like technology. Discovery is currently on a trajectory to finish this purchasing process during the 17-18 school year. Keeping technology up to date and working continues to be a goal. Lancaster School District implemented a typing program during the 16-17 school year to support students' needs to effectively utilize technology for academic testing.

Tutoring:

While intervention is offered during the day, students who need additional support may be invited to attend after school tutoring. Tutoring offers students extra instruction in a small group setting so they can master the CCSS content.

CARES:

CARES, an after-school program, is offered in partnership with the City of Lancaster to support students with homework, provide enrichment activities, and support families who may have to work later than the school hours.

Parent and Community Relations:

Discovery School is proud to have a very active English Language Advisory Council (ELAC) and core of parent volunteers. School staff and parent volunteers may provide enrichment to students through such events as family movie nights and a variety of family events. Work continues to formulate and sustain an active volunteer parent group such as PTO, PTA, or a booster group. ELAC serves an advisory function regarding our English Learner programs. ELAC has been a place for information and input, including the role of parents in homework, state testing, and standardized language testing testing. Parents may also participate in School Site Council (SSC).

Discovery School maintains a site web site and Facebook page along with the Connect Ed system to keep parents and the community apprised of current school events.

Description of Barriers and Related School Goals

2017 CAASPP results show a decline in scores in overall achievement in grades 3-5 in both math (-11) and language arts (-20).

To address the need to improve student achievement, the instructional coach will meet regularly with grade level teams (PLCs) to analyze data and plan appropriate instruction.

Tier 2 students need support to positively impact academic achievement. The addition of a school counselor along with an increased focus on behavior supports will positively effect the school climate.

Parents desire more opportunities to be involved. Discovery will maintain and/or increase the level of activities provided during the 17-18 school year. The addition of a Family Ambassador position will support this goal.

Attendance data shows Discovery's chronic absenteeism rate is 13.45% in 2017 compared to 9.95% in 2016. The overall attendance rate declined from 95.58% in 2016 to 94.77% in 2017. Systematic use of the A2A program, along with regular monitoring of attendance by a counselor, administrator and school staff is a goal.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	138	130	121	135	130	120	135	130	118	97.8	100	99.2
Grade 4	158	129	125	155	126	123	155	126	123	98.1	97.7	98.4
Grade 5	129	154	137	127	153	136	127	153	136	98.4	99.4	99.3
Grade 6	65			65			65			100		
Grade 7	66			66			66			100		
Grade 8	65			65			65			100		
All Grades	621	413	383	613	409	379	613	409	377	98.7	99	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.6	2388.6	2399.5	12	12.31	13.56	15	14.62	24.58	30	29.23	27.97	43	43.85	33.90
Grade 4	2435.5	2430.0	2443.9	12	11.90	10.57	20	16.67	23.58	27	24.60	26.83	41	46.83	39.02
Grade 5	2479.4	2475.2	2468.8	13	9.15	5.15	30	31.37	26.47	21	18.30	36.76	35	41.18	31.62
Grade 6	2621.9			54			45			2			0		
Grade 7	2614.9			26			65			5			5		
Grade 8	2655.8			42			54			5			0		
All Grades	N/A	N/A	N/A	21	11.00	9.55	32	21.52	24.93	19	23.72	30.77	28	43.77	34.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.77	10.17	39	32.31	51.69	52	56.92	38.14
Grade 4	12	12.70	9.76	40	49.21	65.85	48	38.10	24.39
Grade 5	14	11.76	11.76	41	50.33	51.47	45	37.91	36.76
Grade 6	51			49			0		
Grade 7	33			62			5		
Grade 8	46			51			3		
All Grades	22	11.74	10.61	44	44.25	56.23	34	44.01	33.16

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	12	15.38	16.10	42	42.31	48.31	46	42.31	35.59
Grade 4	14	12.70	11.38	48	42.06	50.41	39	45.24	38.21
Grade 5	19	14.38	8.82	46	52.94	53.68	35	32.68	37.50
Grade 6	57			42			2		
Grade 7	53			44			3		
Grade 8	69			31			0		
All Grades	29	14.18	11.94	43	46.21	50.93	28	39.61	37.14

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	12	10.77	12.71	64	60.77	66.95	24	28.46	20.34
Grade 4	9	8.73	9.76	63	60.32	73.17	28	30.95	17.07
Grade 5	11	11.76	3.68	64	64.05	77.21	25	24.18	19.12
Grade 6	29			71			0		
Grade 7	26			71			3		
Grade 8	26			71			3		
All Grades	16	10.51	8.49	66	61.86	72.68	18	27.63	18.83

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	16	18.46	12.71	50	50.00	54.24	35	31.54	33.05
Grade 4	14	13.49	11.38	55	56.35	60.16	31	30.16	28.46
Grade 5	26	18.95	10.29	58	52.94	55.15	16	28.10	34.56
Grade 6	75			25			0		
Grade 7	47			50			3		
Grade 8	72			28			0		
All Grades	33	17.11	11.41	48	53.06	56.50	19	29.83	32.10

Conclusions based on this data:

1. In grade 3, while the percentage of students who exceeded overall standards in ELA slightly increased, the percentage of students who met standards slightly decreased; 3rd grade results were very similar to the previous year's. After discussion with administration, teacher leaders and the instructional coach, a professional development focus for 17-18 will be improving instruction using the new ELA adoption and teacher PLCs.

2. In grade 4, the percentage of students who did not meet overall standards increased by over 5 percentage points and the number of students who met or exceeded standards decreased; 4th grade results showed a slight decline over the previous year's. After discussion with administration, teacher leaders and the instructional coach, a professional development focus for 17-18 will be improving instruction using the new ELA adoption and teacher PLCs.
3. In grade 5, the percentage of students who did not meet standards increased, and the percentage of students who exceeded standards decreased; 5th grade results showed a slight decline over the previous year's. After discussion with administration, teacher leaders, and the instructional coach, a professional development focus for 17-18 will be improving instruction using the new ELA adoption and teacher PLCs.
4. Research and Inquiry is an area of relative strength for all grade levels. After discussion with administration, teacher leaders, and the instructional coach, we will maintain efforts with instruction focused on research and inquiry in the ELA curriculum as well as social studies and science curriculum.
5. In general, in grades 3 and 5, Discovery students improved in the area of writing. After discussion with administration, teacher leaders and the instructional coach, we will continue to focus in writing in both ELA instruction and across the curriculum.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	138	130	121	135	128	120	135	128	120	97.8	98.5	99.2
Grade 4	158	129	125	154	126	122	154	126	121	97.5	97.7	97.6
Grade 5	129	154	137	126	153	136	126	153	136	97.7	99.4	99.3
Grade 6	65			65			65			100		
Grade 7	66			66			66			100		
Grade 8	65			65			65			100		
All Grades	621	413	383	611	407	378	611	407	377	98.4	98.5	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2404.3	2397.6	2391.5	5	7.81	5.83	21	21.09	24.17	39	32.03	32.50	36	39.06	37.50
Grade 4	2431.3	2426.8	2437.1	3	4.76	4.96	16	14.29	15.70	42	35.71	45.45	39	45.24	33.88
Grade 5	2445.1	2451.6	2438.0	4	3.27	2.94	7	13.73	9.56	33	28.10	23.53	56	54.90	63.97
Grade 6	2552.3			8			46			40			6		
Grade 7	2596.6			21			47			29			3		
Grade 8	2601.8			18			37			37			8		
All Grades	N/A	N/A	N/A	8	5.16	4.51	24	16.22	16.18	37	31.70	33.42	31	46.93	45.89

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	17	10.94	12.50	43	44.53	43.33	40	44.53	44.17	
Grade 4	6	8.73	10.74	34	27.78	28.10	60	63.49	61.16	
Grade 5	6	7.84	4.41	21	23.53	19.12	74	68.63	76.47	
Grade 6	23			57			20			
Grade 7	45			39			15			
Grade 8	28			52			20			
All Grades	17	9.09	9.02	38	31.45	29.71	45	59.46	61.27	

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	14.84	12.50	47	38.28	37.50	41	46.88	50.00
Grade 4	6	7.94	7.44	40	46.03	49.59	55	46.03	42.98
Grade 5	3	3.92	2.94	31	39.22	33.82	66	56.86	63.24
Grade 6	14			75			11		
Grade 7	24			58			18		
Grade 8	31			60			9		
All Grades	12	8.60	7.43	47	41.03	40.05	40	50.37	52.52

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	10	14.84	10.00	61	51.56	63.33	30	33.59	26.67
Grade 4	6	8.73	8.26	41	38.89	49.59	53	52.38	42.15
Grade 5	2	5.23	4.41	47	50.33	36.76	51	44.44	58.82
Grade 6	17			72			11		
Grade 7	30			68			2		
Grade 8	29			62			9		
All Grades	12	9.34	7.43	55	47.17	49.34	33	43.49	43.24

Conclusions based on this data:

1. 3rd grade grew from 5% exceeded standards to 7.81% exceeded. The percentage of students who exceeded standards also increased in 4th grade from 3% to 4.76%, but decreased in 5th grade from 4% to 3.27%. After discussion with administration, teacher leaders and the instructional coach, a math focus for 17-18 will continue to be number talks.
2. 5th grade, however, increased the percentage of students who met standards from 7% to 13.73%. After discussion with teacher leaders and grade level teams, PLCs will be used to discuss math data to focus on continued improvement.
3. Concepts and procedures are the greatest area of need for Grades 4 and 5. After discussion with teacher leaders, grade level teams, and the instructional coach, data analysis sessions will be scheduled to review CAASP data and determine next steps.
4. Problem Solving and Modeling/Data Analysis is the greatest area of need for Grade 3. After discussion with teacher leaders, grade level teams, and the instructional coach, data analysis sessions will be scheduled to review CAASP data and determine next steps.
5. Overall achievement decreased in grades 3 and 4 and increased in 5th grade according to the combined percentages for above or at/near standards compared to 15/16 and 17/18 school years. After discussion with teacher leaders, grade level teams, and the instructional coach, data analysis sessions will be scheduled to review CAASP data and determine next steps.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					33			33			33				
1	3	14		54	40		41	40					3	5	
2	4			20	46		45	41		29	10		4	2	
3	2	6		13	17		58	58		22	8		4	11	
4	13	3		25	36		54	46		6	8		1	8	
5	10	12		55	53		32	33		3	2				
6				***											
7	50			50											
Total	7	7		31	38		47	43		13	7		2	5	

Conclusions based on this data:

1. The majority of Discovery students are either Intermediate or Early Advanced.
2. There was an influx of beginners in grades 3 and 4 during the 16-17 school year. Students moved into the area and will be monitored to determine progress for the 17-18 school year.
3. 29 students were reclassified from the 16-17 school year. With a focus on ELD instruction during the current year, we will work to see this number grow for the end of the 17-18 school year.
4. 47 students were reclassified during the 17-18 school year. Achievement for EL students increased significantly as show by the 2017 CAASPP results.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				4	11		42	26		40	37		15	26	
1	2	16		49	40		40	40		2			7	5	
2	3			19	46		43	41		29	10		5	2	
3	2	6		13	17		57	58		22	8		7	11	
4	13	3		25	36		54	46		6	8		1	8	
5	10	12		55	53		32	33		3	2				
6				***											
7	50			50											
Total	6	6		26	34		45	41		17	10		6	9	





Conclusions based on this data:

1. The majority of students at Discovery score in the Intermediate and Early Advanced levels overall. After conferring with teacher leaders, the instructional coach, district office personnel, and administration, a focus of instruction for the 17-18 school year will be on daily structured ELD using the new ELA adoption curriculum.



School and Student Performance Data

Equity Report

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

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

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

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

Conclusions based on this data:


1. English Language Learners are being reclassified and the data shows they are at the highest performance level according to CAASPP results.
2. Work needs to be done to decrease the student suspension rate. Tier 2 students will be a focus for the PBIS team during the 18-19 school year.
3. ELA and Math achievement decreased during the 16-17 school year. Increased focus on PLCs with the instructional coach based on data will part of the 18-19 academic program.

School and Student Performance Data










Status and Change Report

Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		875	High 4.1%	Declined Significantly -1%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		875	High 4.1%	Declined Significantly -1%
English Learners		301	Medium 1.3%	Declined -0.9%
Foster Youth		36	Very High 19.4%	Increased Significantly +7.5%
Homeless		102	Medium 2%	Declined Significantly -8%
Socioeconomically Disadvantaged		800	High 4.3%	Declined Significantly -1.1%
Students with Disabilities		106	High 5.7%	Declined Significantly -7.2%
African American		172	Very High 11.1%	Declined Significantly -1.6%
Asian		1	*	*
Filipino		1	*	*
Hispanic		622	Medium 1.6%	Declined -0.9%
Pacific Islander		2	*	*
Two or More Races		13	Very High 23.1%	Increased Significantly +13.6%
White		64	Very High 6.3%	Declined Significantly -1.1%

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

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

Conclusions based on this data:


1. There is a need for increased focus on foster youth support. A disproportionate number of suspension occur with foster youth.
2. All other subgroups beyond foster youth, had a decrease or decline in suspension rate.

School and Student Performance Data





Status and Change Report

English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		260	High 76.9%	Increased Significantly +13.5%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.3%	Declined -0.9%
English Learner Progress (1-12)		High 76.9%	Increased Significantly +13.5%
English Language Arts (3-8)		Low 39.3 points below level 3	Declined Significantly -24.2 points
Mathematics (3-8)		Low 59.5 points below level 3	Declined -11.7 points

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

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

Conclusions based on this data:


1. The suspension rate shows an overall decline. This is a positive trend.
2. English Learner Progress shows a significant increase. This is a positive trend.
3. Achievement in overall English Language Arts and Math according to the CAASPP has declined during the current school year.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		388	Low 34.7 points below level 3	Declined Significantly -39.8 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		388	Low 34.7 points below level 3	Declined Significantly -39.8 points
English Learners		174	Low 39.3 points below level 3	Declined Significantly -24.2 points
Foster Youth		10	*	*
Homeless		18	Low 33.1 points below level 3	Declined -13.8 points
Socioeconomically Disadvantaged		360	Low 38.4 points below level 3	Declined Significantly -35.6 points
Students with Disabilities		41	Very Low 114.7 points below level 3	Declined Significantly -27.2 points
African American		65	Very Low 78.9 points below level 3	Declined Significantly -53 points
Asian		1	*	*
Filipino		1	*	*
Hispanic		293	Low 29.2 points below level 3	Declined Significantly -32.7 points
Two or More Races		4	*	*
White		24	Medium 6.2 points above level 3	Declined Significantly -28.6 points

Additional ELA Assessment Data for English Learners (EL)

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


Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	33	High 40.8 points above level 3	Declined -7.3 points
EL - English Learner Only	141	Low 58 points below level 3	Declined -9.6 points
English Only	203	Low 35.1 points below level 3	Declined Significantly -38.4 points

ELA California Alternate Assessment (CAA) Data

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

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

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

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

Conclusions based on this data:


1. There is an overall decline in scores across subgroups in the area of English Language Arts.
2. The most significant decline is the African American subgroup, at a 53 point decline.
3. In addition, there was a significant decline in the socioeconomically disadvantaged subgroup (35.6 pts.) and the Hispanic subgroup (32.7 pts.)

School and Student Performance Data






Status and Change Report

Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		386	Low 56.9 points below level 3	Declined Significantly -24.7 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		386	Low 56.9 points below level 3	Declined Significantly -24.7 points
English Learners		174	Low 59.5 points below level 3	Declined -11.7 points
Foster Youth		10	*	*
Homeless		18	Low 63.9 points below level 3	Declined -4.4 points
Socioeconomically Disadvantaged		358	Low 59.6 points below level 3	Declined Significantly -20.9 points
Students with Disabilities		40	Very Low 118.9 points below level 3	Declined -14.4 points
African American		64	Low 94.2 points below level 3	Declined Significantly -29.5 points
Asian		1	*	*
Filipino		1	*	*
Hispanic		292	Low 52.2 points below level 3	Declined Significantly -19.5 points
Two or More Races		4	*	*
White		24	Medium 21.5 points below level 3	Declined Significantly -27.3 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	33	Medium 13.9 points below level 3	Increased +3.4 points
EL - English Learner Only	141	Low 70.1 points below level 3	Declined -6.4 points
English Only	201	Low 57.9 points below level 3	Declined Significantly -23.2 points

Math California Alternate Assessment (CAA) Data

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

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

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

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

Conclusions based on this data:

1. Students with disabilities have the lowest achieving subgroup, 199 pts below Level 3.
2. The African American subgroup declined the most during the 16-17 testing year, with a nearly 30 point decline.
3. While the White subgroup showed a significant decline (27pts.), this subgroup is the closes to the Level 3 at 21 points below Level 3. This demonstrates continued disproportionality.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	63.5%	76.9%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	5.1 points above level 3	34.7 points below level 3
Mathematics	32.2 points below level 3	56.9 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. Nearly 77% of English Learners showed progress towards English Proficiency.
2. English Learners were nearly 35 points below Level 3 in 2017 in the area of English Language Arts.
3. English Learners were nearly 57 points below Level 3 in 2017 in the area of math.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	5.1% (57)	4.1% (36)

Conclusions based on this data:

1. There was a decrease in suspensions in 2017.

School and Student Performance Data

Student Group Report

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

Student Group Performance for State Indicator							
Student Group	Chronic	Suspension	English Learner	Graduation	English	Mathematic	College/Care
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

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

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

Conclusions based on this data:

1. African American student show the lowest level of achievement in the area of Language Arts.
2. Hispanic, ELL, and homeless students show the lowest suspension rates.
3. English Language Learners excelled during the 2016-17 school year.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academics
LCAP GOAL:
1.0 Academics: Academic Options and Excellence Provide relevant high quality classroom instruction and curriculum that promotes college and career readiness skills with academic interventions and enrichment in place to eliminate barriers to student success.
SCHOOL GOAL #1:
Target 1A: English Language Arts Discovery School will increase the percentage of students who are meeting or exceeding standards in Language Arts from 33% of the student population to 47.2% as measured by the California Assessment of Student Progress and Proficiency (This means 5% over 3 years to reach the county average). Target 1B: Mathematics Discovery School will increase the percentage of students who are meeting or exceeding standards in math from 21% of the student population to 35.89% as measured by the California Assessment of Student Progress and Proficiency. (This means 5% over 3 years to reach the county average).

Annual Measurable Outcomes

Target 1A: English Language Arts

English Language Learners will decrease their average distance from level 3 in English Language Arts from 39.3 points below level 3 to 27.3 points below level 3 (Increasing the average scale score for English Language Learners by 12 points)

Homeless students will increase their average scale score in English Language Arts from 33.1 points below level 3 to 23.1 points below level 3 (Increasing the average scale score for Homeless students by 10 points). (This moves Homeless students to Yellow)

Socioeconomically Disadvantaged students will increase their scale score in English Language Arts from 38.4 points below level 3 to 26.4 points below level 3 (Increasing the average scale score for SED students by 12 points) (This moves Homeless students to Yellow)

Students with disabilities will increase their scale score in English Language Arts from 114.7 points below level 3 to 102.7 below level 3 (increasing the average scale score for SWD by 12 points)

African American students will increase their scale score in English Language Arts from 78.9 points below Level 3 to 63.9 points below level 3 (increasing the average scale score by 15 points) (This moves African American Students to Orange)

Hispanic students will increase their scale score in English Language Arts from 29.2 below level 3 to 20.2 points below level 3. (This is an increase of 9 points over 1 year. Moving the Hispanic student group to Yellow in 1 year).

White students will increase their scale score in English Language Arts from 6.2 points above level 3 to 10.2 points above level 3. (This would increase scale score by 4 points) (Moving them to Green in the following year).

All students will increase their scale score in Math from 34.7 points below level 3 to 24.7 points below level 3 (This is an increase in scale score by 10 points) (This will move this student group from orange to Yellow in 1 year)

Target 1B: Mathematics

English Language Learners will decrease their average distance from level 3 in Math from 59.5 points below level 3 to 47.5 points below level 3 (Increasing the average scale score for English Language Learners by 12 points) (3-15 point change will bring DO for EL from Orange to Yellow)

Homeless students will increase their average scale score in Math from 63.9 points below level 3 to 50.9 points below level 3 (Increasing the average scale score for Homeless students by 13.3 points)

Socioeconomically Disadvantaged students will increase their scale score in Math from 59.6 points below level 3 to 47.6 points below level 3 (Increasing the average scale score for SED students by 12 points)

Students with disabilities will increase their scale score in Math from 118.9 points below level 3 to 110.9 points below level 3 (increasing the average scale score for SWD by 8 points)

African American students will increase their scale score in Math from 94.2 points below Level 3 to 80.2 points below level 3 (increasing the average scale score by 14 points)

Hispanic students will increase their scale score in English Language Arts from 52.2 below level 3 to 42.2 points below level 3. (This is an increase of 10 points over 1 year. (Moving the Hispanic student group to Yellow in 1 year).

White students will increase their scale score in Math from 21.5 points below level 3 to 16.5 points below level 3 (This is an increase in scale score by 5 points) (This will move this student group from orange to Yellow in 1 year)

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Target 1A - Implementation</p> <p>Teachers' lesson plans are aligned to YAAG for CCSS</p> <p>Teachers' lesson plans include the components of Balanced Lesson Design, the "5E's" Lesson Design and W-I-C-O-R</p> <p>Ongoing PLC with admin/teachers and site coaches regarding academic outcome data results and effective teaching strategies</p> <p>Instructional Support Specialists provide demo lessons and facilitating PLC's on CCSS addressing literacy and the writing process</p>	<p>Walkthroughs/Lesson Plan Review</p> <p>PLC Agenda/Minutes/Feedback Forms including information regarding data analysis</p>	<p>Lesson Plans</p> <p>Feedback Form</p>	<p>Administration</p> <p>Administration and Instructional Coach</p>	<p>Weekly</p> <p>Quarterly</p>	<p>To be monitored by site weekly</p> <p>To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.</p>	<p>Site Instructional Coach/Title 1</p>	<p>Centralized</p>	

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)			
						Description	Funding	Amount	
<p>Target 1A - English Language Arts Teaching and modeling critical reading strategies - marking and charting text, and writing higher level questions and conclusions in the margins to comprehend complex texts.</p> <p>Students responding to higher levels of questioning Costa (DOK) and defending answers with textual evidence. Students creating higher level questions to analyze textual information.</p> <p>Teachers teaching and modeling structured writing processes using organizational tools such as Thinking Maps and Graphic Organizers for visual representation of thinking as part of the writing process.</p> <p>Structured student collaboration using textual evidence to support opinions and build logical arguments such as - 'Cats/Fishes 'Philosophical Chairs, and Socratic Seminars, Kagan strategies or Collaborative Conversations. GLAD Strategies allow students to work in collaboration groups.</p> <p>High use of academic language, with a focus on Tier II and III vocabulary and syntactic complexity, modeled by the teacher and used by the students along with sentence frames and Collaborative Conversations.</p> <p>English Language Development taught daily using ELA/ELD curriculum, Collaborative Conversations, sentence frames with SDAIE strategies used throughout core instruction.</p>	Interim Assessments	Grade level by sub-group	Administration	3 - 5 annually	To be monitored by site weekly	Books to supplement core instruction, including single/sets and/or classroom library books/magazines.	Title I	2,800	
	Performance Tasks/IABS	Grade Level by sub-group	Administration	3-5 annually	To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.	Supplemental reading materials including books, periodicals, online reading materials, and/or read alouds	LCFF S/C	820	
	Writing Benchmarks	Grade Level by sub-group	Administration/DSL	Pre-Post Annually		Accelerated Reader	Title I	8,800	
						Organizational tools, materials and supplies.	LCFF S/C	500	

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Target 1A - ELA ELs are provided explicit ELD, and CCSS - based instruction in language development to address grammatical structures in speaking, listening, reading, and writing increasingly challenging literary and informational texts.</p> <p>Teaching via Balanced Lesson Design and the gradual release model, with the teacher systematically releasing task responsibility over the course of a unit or the 5Es Lesson Design.</p> <p>Daily content-based reading, writing, listening, and speaking according to standards listed on the YAAG.</p> <p>Daily integration of technology for research, writing, presentation, collaboration, and creativity. Achieve and maintain one-to-one correspondence for student devices with technology.</p> <p>Lessons and accommodations for students with disabilities are aligned to IEP goals.</p> <p>RTI used to address individual needs. SST held as requested or needed to support individual student growth.</p> <p>Extension lessons and activities for GATE students.</p> <p>Students read independently daily. Accelerated Reader is used to support student reading practice and is supported, monitored by teachers, administration and school staff</p> <p>Furniture may be purchased such as shelves or organizers for book displays</p>	SRI Lexiles	Grade Level by sub-group	Administration/DSLTL	Pre-Mid-Post Annually	To be monitored by site weekly	Supplemental library materials, including those for preparing and repairing books.	Title I	1,000
	IEP Goals Data	% of IEP Goals	Administration/IEP Team	Annually	To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.	Classroom computers, peripherals, and wireless access points for all academic areas.	Title I	69,741
	CAASP Achievement DATA	Grades 3-5 by sub-group	Administration/DSLTL	Annually		Classroom computers, peripherals, and wireless access points for all academic area.	LCFF S/C	1,000
						Copies and duplicating for materials to supplement the core curriculum in all core academic areas.	LCFF - Base	1,500
		STAR Test Results, AR status reports	Grade Levels/Classroom Achievement	Teachers, Administrators, School Staff	Monthly	Copies and duplicating for materials to supplement the core curriculum in all core academic areas.	LCFF S/C	1,000
						Materials and supplies for all academic goals	LCFF S/C	17,036

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Target 1B - Math Proficiency</p> <p>Number talks enhance/support students' mathematical concept understanding.</p> <p>Manipulatives, math games, and differentiated math strategies support teaching of mathematical concepts.</p> <p>Software applications such as MobyMax, Learning A to Z, or other software applications support attainment of math concepts.</p> <p>Lessons and accommodations for students with disabilities are aligned to IEP goals.</p> <p>RTI will be used to address individual needs. SSTs will be held as requested or needed to support individual student growth.</p> <p>Extension lessons and activities for GATE students.</p>	CAASP Data	Grades 3-5 by sub group	Administration/DSLIT	Annually	To be monitored by site weekly	Repair and maintenance contract for all academic goals	LCFF - Base	15,475
	IEP Goals Data	% of IEP goals met	Administration/IEP Team	Annually	To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.	Math Manipulatives and Materials.	Title I	1,000

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)			
						Description	Funding	Amount	
<p>Target 1A &1B - Intervention</p> <p>READ 180 and Systems 44 are used to support reading instruction for students. Read 180/Systems 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-5. Imagine Learning may be purchased to use for 3rd grade intervention and in other grades as appropriate.</p> <p>Students should have access to computers on a daily basis. Standards per classroom: "smartboard" technology, or LCD projector and document camera, sound amplifier, teacher computer, teacher laptop, 4-6 student use computers, computer tables. Achieve and maintain one-to-one correspondence for student devices with technology. School wide: ("smartboard" technology in each classroom, one technology lab; mobile laptop carts and Chromebook carts.)</p> <p>Software applications such as MobyMax, Learning A to Z, Brainpop, FrontRow Ed or other software applications support attainment of CCSS for both ELA, Intervention and Mathematics.</p> <p>iREAD is a digital foundational reading program designed to close the achievement gap before it begins by placing all K - 2 students on a path to SUCCESS</p> <p>The School Plan for Student Achievement</p> <p>iREAD is used for third grade</p>	SRI Lexiles	Grade Levels by sub-group	Administrati on/DSL T	Pre-Mid-Post Annually	To be monitored by site weekly	Software to supplement the curriculum including Flocabulary	Centralized		
	CAASP Data	Grades 3-5 by sub group	Administrati on/DSL T	Annually	To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.	Software to supplement curriculum for intervention, which may include Moby Max, Learning AZ, Grolier, BrainPop/ BrainPop Jr., Imagine Learning or standalone software titles.	LCFF S/C	8,800	
							Replacement hardware for student computers including screens, batteries, keys,mice, or headphones, etc.	LCFF S/C	500
							Materials and supplies	Title I	28,102
							READ 180/Scholastic Hosting	Centralized	
							After school tutoring and After School Academic Clubs	LCFF S/C	4,475
							After school tutoring and After School Academic Clubs	Title I	3,000
									10/9/18

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Target 1A & 1B Intervention Cont.</p> <p>PLT Students are reading independently and closely at their appropriate lexile level from among a broad range of high-quality, literature and curriculum.</p> <p>Technology to be supported by Site Computer Technician.</p> <p>RTI will be used to address individual needs. SSTs will be held as requested or needed to support individual student growth.</p> <p>Extension lessons and activities for GATE students is supported by a GATE Chairperson</p> <p>Instructional coach supports intervention programs through direct instruction/support to students and/or teacher support.</p> <p>Instructional support is provided through the SST process for students in need of additional support. This process is supported by a Site SST Chairperson</p>	<p>SRI Lexiles</p> <p>IEP Goals Data</p> <p>CAASP Achievement DATA</p>	<p>Grade Levels by sub-group</p> <p>Grades 3-5 by sub group</p>	<p>Administration/DSLIT</p> <p>Administration/IEP Team</p>	<p>Pre-Mid-Post Annually</p> <p>Annually</p>	<p>To be monitored by site weekly</p> <p>To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.</p>	<p>SST Chairperson Centralized</p> <p>GATE Chairperson</p> <p>Site Computer Tech</p> <p>GATE release time (substitute teachers)</p> <p>GATE Materials</p>	<p>LCFF S/C</p> <p>LCFF S/C</p>	<p>1,000</p> <p>1,000</p>

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Target 1A & 1B - Enrichment Focus/Foundational Electives</p> <p>Field and study trips to support STEM and core curriculum.</p> <p>LAUNCH curriculum will be used to teach NGSS focused on science, technology, engineering and math Instructional materials that could be used to support NGSS in addition to LAUNCH curriculum. .</p> <p>Students and teachers will use technology for LAUNCH curriculum using classroom computers, laptops, iPads, "smartboard" technology and computer tables.</p> <p>VEX Robotics supports the school's STEM focus and provides enrichment.</p> <p>Material and curriculum support for after school activities as well as for electives such as art, music (such as Handbell Choir and Honor Choir), Science Olympiad, Lego Robotics, or other enrichment activities/enrichment. Scholastic or other News Magazines may be used for Social Studies or Science support. School wide assemblies related to science topics, multi cultural awareness, character building, or any academic or enrichment topics.</p>	<p>CAASP Data</p> <p>Completion of Lesson Plans</p> <p>Administrative Walkthroughs and observation of events</p>	<p>Grade 3-5 by sub-group</p> <p>Lesson Plans</p> <p>Walkthrough forms</p> <p>Observational data</p>	<p>Grade Levels by sub-group</p>	<p>Pre-Mid-Post Annually</p>	<p>To be monitored by site weekly</p> <p>To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.</p>	<p>Grade Level Field Trips</p> <p>Materials and supplies such as: Awards, trophies, certificates, rewards, or medals.</p> <p>STEM materials (TK-5) for PLTW/LAUNCH and materials, robotics supplies.</p> <p>Enrichment, Tutoring, and Elective Curriculum, assemblies, materials, and supplies</p>	<p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C</p> <p>LCFF S/C</p>	<p>10,000</p> <p>250</p> <p>5,000</p> <p>2,500</p>

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
Professional Development to Support School Goal #1 - Academics *Blended Lesson Design/ 5Es Lesson Design *GLADD *Thinking Maps *Instruction aligned CCSS/YAAG and student academic behavior aligned to *SBAC claims *CASPP Data Analysis *Lessons and accommodations for students with disabilities aligned to IEP goals *Google Classrooms/GAFE *Math Adoption *ELA Adoption *Capturing Kids' Hearts/Process Champions *Professional Learning Communities *Math Talks/Math games *ELD Instruction *TK/Kindergarten focus *Technology use to support student learning *READ 180 *Systems 44 *iRead K-2 Prevention *iRead 3rd intervention *Illumintate *SRI Lexile *PLT *STEM/LAUNCH *Educational Software Applications *"Smartboard" Technology * M/H Curriculum representatives to present staff development focused on Intervention support.	Completion of Staff Development Sessions Implementation of strategies in the classroom	Sign in Sheets/Agendas Administrative Walkthroughs using walkthrough forms Observational data	Site Administration	Mid - Post Year	To be monitored by site weekly To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.	Teacher release time (substitute teachers) Extra teacher sub Professional development on areas related to the school's vision and mission. These may include technology, math, science, engineering, GLAD, ELD, Google Classroom, Whole Brain Teaching, or other training.	Title I LCFF - Base Title I	12,000 700 14,138

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Culture
LCAP GOAL:
2.0 Culture: Supportive and Inclusive Learning Environment End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.
SCHOOL GOAL #2:
2.0 Culture: Supportive and Inclusive Learning Environment End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Annual Measurable Outcomes

Annual Measurable Objectives

- There will be a 7% annual increase of EL students who will meet their AMAO-1 targets as indicated on the current standardized test for EL students.
- There will be a 7% annual increase of EL students identified as EL for five years or more who will meet their AMAO-2 targets as indicated on the current standardized test for EL students.
- There will be an annual 2% increase of EL students identified as EL for less than five years who will meet their AMAO-2 targets as indicated by the current standardized test for EL students.
- Reclassification rates for EL students will increase by 5% annually.
- Learning gaps for identified student groups will decrease by 10% annually as indicated on local and state assessment data.

Sub-Goal Categories

1. Access Throughout the Learning Day:
2. Designated ELD:
3. Language Proficiency:
4. Culturally Responsive Materials and Supplies:
5. Cultural Competence-PD:

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>All EL students will have access to ELA and Math CCSS during PLT and throughout the learning day using SDAIE, GLAD, and instructional strategies differentiated by English Learner Standardized test levels.</p> <p>All EL students will have designated ELD instruction differentiated by English Learner Standardized test levels during a 60 minute PLT block</p> <p>English Learners will reach language proficiency as defined by the new reclassification criteria, and, once reclassified, students will sustain their language proficiency.</p> <p>Provide support, professional development, and monitoring for teachers and administrators in SDAIE, GLAD and ELD strategies as well as professional development for analyzing and monitoring the assessment results for EL students and reclassified EL students.</p> <p>Hire EL Site Chairs to support teachers and para-educators as well as to monitor the progress of EL students and reclassified students who were formerly classified as EL.</p> <p>Culturally and linguistically responsive instructional materials will be utilized to close learning gaps for African American, At Risk and EL students.</p> <p>Increase the percentage of teachers and administrators trained in cultural competency and inclusive practices, including strategies for African American and At Risk students that increase student engagement</p>	English Learner Standardized Test - ELPAC	Test Results/Student Levels	EL Chairperson / Administration/ DSLT	Lesson Plans Weekly	To be monitored by site weekly	EL Chairperson	Centralized	
	Lesson Plans Checked Weekly	Lesson Plans		Walkthroughs Weekly		To be monitored with assistance from District Office representative at intervals of 3, 6, and 9 months.		
	Classroom Walkthroughs by Administration	Observational Forms for Classroom Walkthroughs			Computer peripherals (headphones, mice, printers, etc.)		LCFF S/C	500
					Materials & supplies		LCFF S/C	500
					Duplicating		LCFF S/C	1,000
	Intervention computers	Title I		2,000				

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>PD: Provide PD to teachers and administrators on how to analyze assessment data in PLCs in order to differentiate instruction throughout the learning day by English Learner Standardized test level.</p> <p>Provide PD to teachers and administrators on how to provide targeted ELD instruction during PLT that is differentiated by English Learner Standardized test levels.</p>	<p>PLCs held monthly to review data and plan targeted instruction</p> <p>Staff Development scheduled to review data and plan targeted instruction</p>	<p>Completed PLC Feedback Forms</p> <p>Staff Development Agendas</p>	Site Administrators/DSL/ District Staff Development Presenters	Monthly Staff Development and PLCs.	To be monitored by site administrators monthly	Conferences & Inservices	Title I	1,000
Provide information to ELL parent regarding ELL programs and support for ELL students during ELAC meetings.	ELAC Agenda and Minutes	Minutes	EL Chairperson / Administration	5 Times yearly (ELAC) and as appropriate for additional events.	To be monitored by site administrators and EL Chairperson	ELAC Refreshments	LCFF S/C	500
						ELAC Childcare	LCFF S/C	500
<p>Promote Discovery's School Focus to parents and family by providing educationally themed STEM related family nights based on math, science, engineering or technology.</p> <p>Gather parent night input/suggestions for parents and family events from ELAC, SSC, and parent survey input.</p>	<p>Parent Night Agendas and Sign in sheets for events</p> <p>SSC and ELAC agendas and sign in sheets</p>	Sign in sheets, agendas and meeting minutes	Administration	STEM Parent/Family Nights to be held 2-3 times yearly.	To be monitored by site administrators.	Culturally relevant materials and supplies.	Title I	1,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Climate
LCAP GOAL:
3.0 Climate Personal Integrity and Responsibility Ensure all school sites have safe, warm, welcoming and responsive climates for staffs, students and their families, so that all students feel connected, are motivated to attend and ready to learn.
SCHOOL GOAL #3:
3.0 Climate Personal Integrity and Responsibility Ensure all school sites have safe, warm, welcoming and responsive climates for staffs, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Annual Measurable Outcomes

Annual Measurable Objectives

- School will be safe and secure as per the School Site Safety Plan's annual review.
- PBIS Safety Survey results will demonstrate an increase in school safety annually.
- California Healthy Kids Survey (CHKS) results for climate/culture will demonstrate annual positive growth.
- Overall attendance rates will increase by .5% annually.
- Truancy rates for all subgroups including foster students will decrease by 10% annually.
- Chronic absenteeism rates for all subgroups including foster students will decrease by 10% annually.
- Decrease overall suspensions and expulsions by 10% annually.
- Decrease suspensions/expulsion disproportionality rates of African American students by 10% annually.

Sub-Goal Categories

1. Facilities and Safety Plans:
2. Technology Plan (Foundational technology what every classroom should have – S/C-LCFF).
3. Additional Personnel-Safety:
4. PBIS-Materials and Supplies, PD:
5. Parent Communication – Attendance A2A, Duplicating, materials supplies:

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)							
						Description	Funding	Amount					
<p>AMAO Focus - Positive School Climate/School Safety</p> <p>Students warmly greeted each day by administration, teachers, and staff</p> <p>Culturally responsive classrooms that are formative, collaborative and engaging</p>	<p>School Climate/ Connectedness Survey - online</p> <p>PBIS Safety Survey</p>	<p>Students (grade 5) - online</p> <p>Parents - online</p> <p>Staff - online</p>	Administration	Annually in February	Site Administrators to review	Supervision	LCFF S/C	2,000					
		<p>Survey Results</p>	Administration	Annually in February		<p>Aides coverage: extra hours above district allocation including hours for on-site monthly safety training</p> <p>PBIS materials</p> <p>Red Ribbon Week Supplies</p> <p>Campus Security Supervisor</p> <p>Recreational Leader</p> <p>Supplemental Safety Supplies, safety materials for disasters</p> <p>Sub teachers</p>	LCFF S/C	LCFF S/C	3,000	500	Centralized	Centralized	Title I
<p>3-5 Behavioral expectations.on the PBIS Behavioral Expectations Matrix,</p> <p>5:1 Positive reinforcement ratio</p> <p>Student tangible incentives for desired behavior.</p> <p>Campus Supervisor will support PBIS, supervise duty personnel.</p> <p>Second Step Curriculum instruction to address socio emotional needs of students.</p> <p>Capturing Kids’ Hearts (CKH) will be used as a foundation for creating a strong, self-monitoring and self-confident student body with strong relationships with adults.</p> <p>Red Ribbon Week acknowledges and supports positive school climate and personal safety.</p> <p>Proactive visibility and mobility of staff outside</p>													

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>AMAO Focus - Attendance Rate</p> <p>Teachers and office staff verifying absences daily.</p> <p>Recognition/Incentives for teachers who verify all absences each month</p> <p>A2A ongoing entry of interventions and parent contacts.</p> <p>Administration monitoring chronic absenteeism monthly through A2A.</p> <p>Attendance incentives for students.</p> <p>Administration reporting out attendance data results in relation to attendance goals at staff, leadership and ELAC/SSC meetings</p>	<p>Truancy Report - A2A</p> <p>Attendance Report - DO</p> <p>Chronic Absenteeism Report</p>	<p>Unexcused and Unverified Absences</p> <p>Overall Attendance Rate</p> <p>Students at/above 10% absences</p>	<p>Administration</p> <p>Administration</p> <p>Administration</p>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p>	<p>Site administrators to review monthly</p>	<p>Materials and supplies – incentives for attendance</p>	<p>Lottery: Instructional Materials</p>	<p>1,225</p>

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>AMAO Focus - Suspension Rate</p> <p>Office Discipline Referral (ODR) flow chart posted and implemented.</p> <p>Major and Minor offenses clearly defined and delineated.</p> <p>Admin/PBIS site team PLC's to create alternatives to suspension.</p> <p>Administration reporting behavior data results out in relation to goals at staff, leadership and ELAC/SSC.</p> <p>IEP team revision/creation of Behavior Intervention Plans for all students with disabilities who are suspended for 7 days in one school year.</p>	<p>Suspension Data by subgroup</p> <p>Expulsion Data by subgroup</p>	<p>Suspension Rates</p> <p>Expulsion Rates</p>	<p>Administration</p> <p>Administration</p>	<p>Monthly</p> <p>Monthly</p>	<p>Site administrators to review monthly</p>			
<p>PD:</p> <p>Ongoing Professional Development and collaboration on:</p> <p>PBIS implementation</p> <p>Culturally Responsive Campuses</p> <p>Behavior Intervention Plans</p> <p>Capturing Kids' Hearts (CKH)</p> <p>SST Online</p> <p>A2A</p> <p>ACT - Abolish Chronic Truancy</p> <p>Culturally Responsive Classrooms fostering student engagement and collaboration</p>	<p>PBIS Data Reports presented to staff monthly</p>	<p>Data reported by grade levels, location, and frequency</p>	<p>Administration</p> <p>PBIS Team and School Staff</p>	<p>Monthly</p>	<p>Site administrators to review monthly</p>			

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Action 1: Safe Schools:</p> <p>Ensure that students and staff come into a safe, healthy, and well-maintained campus.</p> <p>Disaster control and prevention.</p>	Health Office visits reports, drills, and inspections	Health office referrals/ Facilities Work orders	Administration, custodian	Weekly	Site Administration	Supplemental safety supplies for facilities and for health office and disasters supplies.	LCFF - Base	500
						Bottled Water Service	LCFF - Base	1,250
<p>Action 3: Additional Support Personnel</p> <p>Culturally Responsive campuses that respond readily to student/parent conflict and problem-solving. Providing adequate supervision while having before and after school activities.</p> <p>Supervision Aide training and participation in PBIS and CKH programs.</p>							LCFF S/C	4,000
<p>Material and curriculum support for physical education and outside recreational activities.</p>	Walk-throughs and observations of events and PE lessons	Observational Data	Rec Leader and Admin	Quarterly	Classes to be monitored by rec leader and admin observing usage of equipment and getting replacements when needed.	Materials and supplies for PE and recreational activities	LCFF S/C	2,000

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT:
LCAP GOAL:
SCHOOL GOAL #4:
4.0 Engagement: Family and Community Partnerships Build positive relationships with Families and Community partners that center around the needs of students, inform our decisions and strengthen our programs.
Annual Measurable Outcomes
Annual Measurable Objectives <ul style="list-style-type: none">• Parent and Student surveys will indicate an annual 5% increase in school communication and connectedness as indicated on California Healthy Kids Surveys.• Parent and Community partnerships will be strengthened through the site parent partnership and consultation as indicated on parent and community surveys.• Parent and Community consultation on district and site plan goals, actions and services will be increased as indicated on sign-in sheets and meeting minutes from site meetings
Sub-Goal Categories
1. Communication Outreach with Parents and Technology:
2. Welcome & Wellness/Enrichment (After School events that parents attend).
3. Parent/Student/Community Member Training on Consultation:

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
<p>Will increase parent communication via technology, notification systems, social media, school website, professional school information design and distribution</p> <p>Provide and coordinate parent workshops, 'parent academies' or 'parent university' to support student achievement with available personnel.</p>	<p>Parent Sign-In sheets, website or social media data</p>	<p>Percent of parents who login to online student data information system and parent sign-up sheets plus feedback surveys.</p>	<p>Administrative Team and staff</p>	<p>Annually</p>	<p>Administration to monitor</p>	<p>Parent workshops</p>	<p>Title I</p>	<p>3,200</p>
						<p>Light refreshments for parent events</p>	<p>LCFF S/C</p>	<p>400</p>
<p>Provide educationally themed STEM related family nights based on math, science, engineering or technology.</p> <p>Gather parent night input/suggestions from ELAC, SSC, and parent surveys.</p>	<p>Parent surveys and feedback requests through ELAC or SSC.</p>	<p>Survey Results, Minutes from ELAC or SSC meetings.</p>	<p>Administration, staff, and SSC</p>	<p>Annually</p>	<p>Administration to monitor</p>	<p>Materials & supplies including technology (software and hardware) for parent communication including planners, flyers, progress and report cards, and social media support.</p>	<p>Title I</p>	<p>3,200</p>
						<p>Materials & supplies including technology (software and hardware) for parent communication including planners, flyers, progress and report cards, and social media support.</p>	<p>LCFF - Base</p>	<p>1,875</p>
<p>Schedule and hold events for families during the instructional day such as Lunch on the Lawn.</p> <p>Promote the use of parent volunteers for various events that support students such as the Rocket Ticket Store, Reward events, and book sales.</p>		<p>Sign in sheets from parent/family events.</p>						

Actions to be Taken to Reach This Goal	Evaluation Tool Indicators	Data to be Collected	To be Analyzed by	Frequency No more than eight weeks	Monitoring	Proposed Expenditure(s)		
						Description	Funding	Amount
Provide translation services for parents as needed to access information about the school community including parent/teacher conferences and meetings.	ELAC Agenda and Minutes	Minutes	EL Chairperson / Administration	5 Times yearly (ELAC) and as appropriate for additional events.	To be monitored by site administrators and EL Chairperson	Translation Services for Conferences and Meetings	LCFF S/C	2,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	21,300.00
LCFF S/C	73,281.00
Lottery: Instructional Materials	1,225.00
Title I	151,981.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	21,300.00
	LCFF S/C	73,281.00
	Lottery: Instructional Materials	1,225.00
	Title I	151,981.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,137.00
Goal 2	7,000.00
Goal 3	17,975.00
Goal 4	10,675.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathy Lee	X				
Tamara Konya		X			
Sheri Ippolito		X			
Kim Pasco		X			
Lisa Brown				X	
Ruben Casillas				X	
Rosalba Davalos				X	
Claudia Siques			X		
Gohar Avetisyan			X		
Numbers of members of each category:	1	3	1	5	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 8, 2017.

Attested:

Cindy Queen

Typed Name of School Principal

Signature of School Principal

Date

Sheri Ippolito

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date