

The Single Plan for Student Achievement

Carmela Elementary School

School Name

19-65037-6022800

CDS Code

Date of this revision: May 2018

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

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

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School District

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The District Governing Board approved this revision of the School Plan on May 15, 2018.

II. School Vision and Mission

Carmela Mission:

Our mission is to ensure that all scholars have the academic skills and character traits that are necessary to be successful adults. We know that our scholars have several external factors (socio-economic status, English as a second language, foster youth, etc.) that make learning complex. We are dedicated to unwrapping the complexities and providing scholars with the tools to cope with and overcome external factors. We promise to value the diversity of our scholars' population and work diligently to provide the best instructional practices. We will honor each scholar by providing a safe and positive environment where everyone can learn and develop intellectually, socially, and physically. We seek to instill an appreciation for cultural sensitivity, a positive attitude toward self and others, and the responsibility for lifelong learning skills. Together, the staff at Carmela, our parents, and our community stakeholders will empower students to prepare for an ever-changing, diverse, competitive, and complex world.

Carmela Vision:

Our purpose is to educate all scholars on academic and social skills. With these skills, Carmela scholars will be prepared to continue on a path to a higher education. It is our goal that all scholars attend a four-year university upon high school graduation

III. School Profile

Carmela Elementary School is a Transitional Kindergarten through Sixth Grade elementary school with approximately 440 students. Our school population is composed of 96% Hispanic students. We have 68% English Language Learners. We are a Title I school with 80% of students receiving free or reduced lunch. We have 16 regular education classrooms, one resource specialist, one speech therapist, two special day classes and a psychologist. We have 1 instructional coach at our site to support teachers in providing effective first-time instruction. Our Library and Computer Lab is open to students during the school day and students visit the library weekly with the teacher. Think Together serves about 100 students after school and works closely with the staff to meet the needs of all students. Carmela Elementary School strives to provide a quality educational program for all students. Teachers participate in regularly scheduled collaborative grade level meetings. We use data to refine and focus the instructional program based on the needs of all students. Teachers also participate in continuing professional development throughout the school year including Common Core State Standards training and Guided Language Acquisition Design strategies. School-wide behavior expectations and standards are well established. Each teacher bases classroom behavior on our Positive Behavior Intervention System behavior plan. The PTA works hard to support the educational program at Carmela, providing our students with field trips and assemblies.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Annual CASSPP test results are shared school wide. The data is disaggregated by grade level and Language proficiency. The data is used to create the school wide plan. Additional data (DIBELS, fluency scores, universal screeners, bench mark scores) are analyzed during grade level meetings. These data are analyzed to create a targeted action plan for each grade level.

B. Surveys

There are several district wide surveys that are given at Carmela. Each survey is created to gather input from all stakeholders. District surveys online give parent opportunities for input for LCAP. Teachers are given a survey to get their input on professional development plans, staff technology surveys to gather data on student technology access, staff access/interest, hardware and needs.

C. Classroom Observations

Classroom observations are conducted by the principal, teachers, and district personnel. The principal conducts classroom observations bi-monthly. Teacher led learning walks are completed twice a year and district led walks are conducted bi-annually. Teams discuss school strengths and next steps, which are then presented to teachers in the form of a Google Document.

D. Student Work and School Documents

Student work is used to assess student progress on an on-going basis

E. Analysis of Current Instructional Program (See Appendix B)

Analysis of the current instructional program is completed by district personnel and the site leadership team.

V. Description of Barriers and Related School Goals

Identified Barriers and related goals

- 68% of our scholars are English Language Learners. Our scholars must learn the English Language alongside the curriculum. Teachers will receive professional development on how to teach English Language Learners and provide access to the core curriculum. These professional development opportunities include GLAD training, academic language, CGI, and cognitive planning.
- 89% of our scholars receive free/reduced lunch. Several of our families are unable to provide the basic needs of their scholars. We will provide all school materials and additional resources to help our scholars be prepared for the classroom
- Average daily attendance is 96%.We will increase attendance by following through with the SARB process and monitoring daily attendance. We will also participate in the ACT program.

VI. Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>LCAP Goal #1:</p> <p>Create a learning environment where students feel safe and flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards and effective use of technology</p>	
<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Carmela will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.</p> <p>Carmela will teach and monitor CCSS state standards, pupil achievement, and other pupil outcomes.</p>	
<p>Student groups and grade levels to participate in this goal: All Carmela students will participate in this goal.</p> <p>Target Student Groups: Students with Disabilities, Hispanic, Foster Youth, English Language Learners, Homeless and/or military families, and Socio-economically disadvantaged students.</p>	<p>Anticipated annual performance growth for each group: All students will participate in the CAASPP assessment, at the rate of 95% or higher, in ELA and Math. Overall growth will be measured by grade level and cohort data. Significant growth will be measured at 5% or higher.</p>
<p>Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district unit assessments, district benchmarks, and teacher records.</p> <p>1B: Progress made by students will be measured by continuous growth on: *Think Central *SchoolCity Assessments *District Benchmarks (ELA/Math) *Weekly/Unit Tests, Formative Assessments *Principal Observations *Teacher Evaluations *Universal Screeners</p>	<p>Group data to be collected to measure academic gains: School City Data resulting from multiples measures: Teacher-Generated Assessments, ThinkCentral, ELPAC Tests, District Benchmark Assessments, District Adopted Assessments, all Core Program Assessments.</p> <p>As well as: attendance rates, the Physical Fitness test evaluation of 5th and 7th-grade students, MTSS Intervention Support, referrals to community agencies (Whole Child, Pacific Clinics and SPIRITT Family Services) as evidence from Parent Conferences, SST meetings, IEP meetings. *CAASPP State Assessment *ELPAC</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching and learning process.				
1.1 All core and supplemental materials used in classrooms are aligned to common core grade level content standards and are implemented appropriately.	2018/2019- ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.2. Summative CCSS based assessments are used to monitor progress towards mastery of CCSS.	2018/2019- ongoing			
1.3 Data will be analyzed during grade level meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.	2018/2019- ongoing	roving subs for individual trimester reviews	\$862	LCFF
1.4 Data Analysis/Progress Monitoring Regular grade level data conferences and/or professional development days (including release time for teachers) will be conducted by the Principal using School City and DIBELS data to track student progress and inform instructional practices as well as CCSS training information (as funding becomes available).	2018/2019- ongoing	data discussion days (subs)	\$2,000	LCFF
1.5 Teachers will receive training in the Common Core State Standards and how to cognitively plan lessons based on the standards.	2018/2019- ongoing	district training		centralized district funds
1.6 All teachers will attend Thinking Maps, CGI, MTSS, "Write from the Beginning" training and align instruction to school-wide and district-wide writing initiatives and prompts.	2018/2019- ongoing	district training		centralized district funds
1.7 All K-6 teachers(5 per class) will utilize Ipads and /or chromebooks for academic in-class intervention and enrichment for advanced students as well as struggling learners and English Langauge Learners to develop 21st century skills	2018/2019- ongoing	chrome books	\$2,000	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>1.8 Teachers will focus their instructional efforts on high leverage strategies / initiatives to increase the intended rigor of the common core standards. These strategies/initiatives include:</p> <ul style="list-style-type: none"> • Using local–adopted, standards-aligned instructional materials, curriculum, & assessments • Participating in the CAASPP and training scholars in test taking skills, format, and the 4 claims • Implementing research based lesson designs including DII, Inquiry based model, Project Based Learning, and the 5 E’s(Engage, Explore, Explain , Evaluate, Elaborate) in a math lesson . An emphasis will be placed on Instructional feedback and monitoring • Emphasizing the use of Academic language throughout the day and in all subject areas • Teaching scholars how to collaborate in both structured and unstructured settings using Accountable Talk sentence frames • Providing differentiated instruction daily as needed in ELA • Providing additional time for structured ELD student support • Instructing scholars on the use of metacognitive skills to increase learning through Think Alouds during lessons • Developing rigorous and relevant instruction that motivates students to achieve at higher levels: Hess’ Cognitive Rigor Matrix / Webb’s Depth of Knowledge Levels • Creating a positive school climate that includes an anti-bully and suicide prevention component 	2018/2019- ongoing	site based support from Instructional coaches		centralized district funds
<p>1.9 School requisition forms, for professional development are to be linked to a specific goal in the school’s Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.</p>	2018/2019- ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.10 Engagement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Carmela will organize activities to stimulate family participation in the areas of parenting, college and career readiness, and learning at home as evidenced by scheduled activities and parent sign-in sheets. A parent incentive component will be added to these activities to increase parent support and engagement.	2018/2019- ongoing	child care/translation	\$271.20	Title I parent
1.11 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Carmela will annually ensure a correctly composed and elected School Site Council and English Learner Advisory Committee.	2018/2019- ongoing	translators	\$271.20	Title I parent
1.12 Engagement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Carmela will hold at least one Title-I Parent meeting (via Multiple Session Model) and one School Advisory Committee Meeting annually. At each meeting, parents will receive information about the school's CAASSP results, state standards for reading, supplemental support available for Title-I students, and ways that they can support reading at home as evidenced by agendas and minutes.	2018/2019- ongoing	translators	\$271.20	Title I parent
1.13The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Teleparent, and Blackboard: Nov./Feb./April/June/As needed	2018/2019- ongoing	translators	\$271.20	Title I parent
1.14 The site administrator will communicate with parents in a language they can understand, in a timely manner, about academic proficiency levels, grade-level standards, local assessments as well as available student assistance and support. All notices, reports, statements, or records that district staff sends parents or guardians will be provided in written form and in the primary language. Individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district reading assessments results and reading program as evidenced by conference schedules.	2018/2019- ongoing	translators	\$271.20	Title I parent
1.15 Carmela will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent engagement.	2018/2019- ongoing	blackboard program, email		centralized district funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.16 Auxiliary services for students and parents (including transition from preschool, elementary, and middle school) * Transition IEP's will be scheduled and held for students with disabilities who are transitioning into and out of Carmela as needed. Parents, school staff and receiving teacher will attend meetings to review IEP goals as evidenced by IEP. * A Sixth Grade Forum and middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with programs offered at the middle school and review the * ELA standards and expectations as evidenced by agendas and sign-in sheets. * Site administrator, 6th-grade teachers, and other selected staff members will collaborate with the middle school to create orientation programs for incoming students.	2018/2019- ongoing			
2. An environment where students feel safe and secure, and mutual respect is demonstrated by students and staff.				
2.1 All students, faculty, and staff will utilize our character traits to teach/demostrate scholarly behavior including monthly school wide assemblies	2018/2019- ongoing			
2.2 A Positive Behavior Intervention support Team will be establish and meet monthly. This team will be responsible for overseeing school wide implementation	2018/2019- ongoing	noon duty meetings on PBIS	\$589	LCFF
2.3 All certificated and classified staff will participate in training aligned to their specific job classification, safety, discipline, and on the contents and goals of the SPSA, in order to better support the school sites. Customer service and cross training will be the focus areas of the training. Attendance at training will be verified by sign-in sheets.	2018/2019- ongoing	district trainings		centralized district funds
2.4 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018/2019- ongoing			
2.5 District Approved Interventions / Enrichment programs will be implemented by district staff, peer tutors, peer mediators, content experts, consultants, and/or community volunteers to meet and enrich the academic needs of all students. These interventions / enrichment programs will be provided following an Any-Time Support Model and could take place in and/or out of the school campus	2018/2019- ongoing	Instructional Aide Support after school support staff	\$14,000 \$2,838	LCFF
2.6 Carmela will implement a school wide focus on character traits that exhibit scholarly behavior. Monthly assemblies will be held to provide instruction/incentive on each character trait	2018/2019- ongoing	support staff	\$1,001	LCFF
2.7 A safe and secure learning environment is provided as funding becomes available including staff training on CPI, anti-bullying, and suicide prevention as funding is available.	2018/2019- ongoing	district CPI training w/subs		centralized district funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018/2019- ongoing			
3.0 Carmela will increase student attendance by monitoring absentee rates				
3.1 Carmela will provide extra hours to an employee to help with monitoring attendance, conducting home visits, and completing SARB paper work	2018/2019- ongoing	Support staff	\$2,000	LCFF
3.2 Students will be provided opportunities to practice and develop their leadership skills. A student incentive/reward system will be implemented to increase student motivation and student achievement.	2018/2019- ongoing		\$613	LCFF
3.3 School wide incentives will be given to motivate scholars to attend school regularly including attendance awards, pencils, raffle prizes, and medals	2018/2019- ongoing	certificates, pencils, medals, raffle prizes	\$400	LCFF
3.4 District partners, such as Whole Child and SPIRITT Family services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	2018/2019-ongoing			
4.0 Maintain a culture characterized by trust, professionalism, and high expectations for all students, having access to a system of personal support services, activities, and opportunities at the school and within the community.				
4.1 The staff will support district efforts that cater to the unique academic and social/emotional needs of adolescents, including metacognitive strategies and university and career awareness. Staff will develop programs that prepare students for success in middle school, high school, and the university level.	2016- ongoing	college banners for cafeteria	\$200	
4.2 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2016- ongoing			
4.3 Carmela will hold a Back to School Night event in the fall to review grade level standards and expectations as evidenced by agendas and sign-in sheets. In the spring of each year, Open House events will be held to showcase student work reflecting grade level standards	2016- ongoing			
4.4 Carmela will continue providing Parent Education Trainings that target parents of English language learners.	2016- ongoing			
4.5 Carmela will provide child care and attendance incentives to encourage attendance and participation at parent meetings, trainings, workshops. These activities will be scheduled at a variety of convenient times to enable parents to participate in school-related meetings and training sessions as evidenced by meeting schedules.	2016- ongoing	attendance incentives	\$400	PTA
4.6 Carmela will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2016- ongoing			
4.7 Leadership teams will be used to build leadership capacity in the teaching staff and the principal.	2016- ongoing	hourly pay for teacher leaders	\$4,206.07	LCFF

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #2:
 Provide opportunities and support for students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)
 SCHOOL GOAL
 # 1A Carmela School will decrease the percent of students scoring far below basic or below basic on summative assessments by 10% in English language arts and math and will increase the percent of students scoring proficient or advanced by 10%. Assessments will provide data towards mastery of CCSS.

<p>Student groups and grade levels to participate in this goal: All Carmela students will participate in this goal. Student target groups include: * Hispanic * English learner * socio-economically disadvantaged *Foster Youth * Students with Disabilities *Homeless and/or military families</p>	<p>Anticipated annual performance growth for each group: All Demographic groups will increase the percentage of scholars that meet or exceed standards by 8%</p>
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<p>Means of evaluating progress toward this goal: * Think Central * SchoolCity Report *DIBELS Data Fluency Scores * End of the Unit Weekly Assessments (ELA/Math) * Formative assessments * Principal Observations * Teacher Evaluations</p>	<p>Group data to be collected to measure academic gains: *CAASPP Baseline * ELCAP *CAA</p>
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<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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1.0 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (that will prepare them for college and the workforce).

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 MATERIALS. All students will have access to district adopted core and supplemental materials. These materials will be aligned to grade level CCSS in all content areas.	2018/2019- ongoing	Materials to district adopted core and supplemental materials		centralized funds
1.2 ASSESSMENTS. The CAASPP, ELCAP, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS. Staff will implement a district and school site assessment schedule which includes district, program, and state assessments as well as timelines for the administration of assessments.	2018/2019- ongoing			
1.3 COLLABORATION/PROGRESS MONITORING. 1.3a Ongoing data will be collected and analyzed during grade level meetings, data conferences, and trimester reviews. DIBELS data system will be used to collect data on Early Literacy skills. 1.3b Meetings will include all teachers including specialists and special education teachers. The Professional Learning Community (PLC) model will be utilized as a way to continue to improve and enhance grade level and staff meetings.	2018/2019- ongoing	DIBELS Data System	\$400	LCFF
1.4 REPORT CARD. A rubric and weighting criteria to create greater consistency with report card grading will be created	2018/2019- ongoing			
1.5 TEACHING STRATEGIES. Teachers will use research based lesson delivery models including Inquiry based model, DII, and the 5E's of a math lesson. They will also incorporate instructional strategies such as Thinking Maps, GLAD, Think-Pair-Share, CGI, Accountable Talk, Collaboration, etc. to enhance their lessons. Overarching Instructional Practices include: Academic Language Collaboration Differentiation	2018/2019- ongoing	subs to provide site based PD	\$4,000	LCFF
1.6 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.	2018/2019- ongoing			
1.7 INSTRUCTIONAL MINUTES. All students including Students with Disabilities and English Learners, have access to the core curriculum by ensuring daily schedules meet the required instructional time for all curricular areas as well as the required extracurricular areas (Physical Education).	2018/2019- ongoing	PE teachers		centralized funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.8 Technology. Carmela Teachers will utilize technology in the classroom to enhance scholars' engagement and differentiate instruction in the classroom: <ul style="list-style-type: none"> School will be equipped with a functioning permanent lab, and or other technology such as ipads, document cameras,, Apple TVs , and projectors. 4th-6th grade will have one to one technology phased in over a four year period Each class will have at least five IPADS/Chrome books available to differentiate instruction during the school day with programs such as Think Central and programs such as Imagine Learning Each class will receive 10 sturdy headphones for in-class use 	2018/2019- ongoing	Chromebooks document camera/LCD	\$14,287 \$1,674	LCFF LCFF
2.0 INCREASE INSTRUCTIONAL DAY. A need exists to increase the instructional day and year to ensure maximum opportunities for Title 1 and English learner students to achieve grade level standards at the same level as their peers inside and outside of the district.				
2.1 INTERVENTION AND SSTs. Disaggregated student assessment data will be used to identify students, including English learners for placement into the site's intervention program. Intervention will be designed to support English Language Arts and or mathematics as evidenced by data. Differentiated instruction will be offered to students within their regular school day as well as after school. School Study Team (SST) will meet regularly to identify and monitor proposed interventions for at-risk students.	2016-ongoing			
2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs.	2016-ongoing	cost of extended year summer school		centralized district funds
2.3 THINK TOGETHER. Think Together will continue to provide extended day programs for students. Program Coordinator will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK program will focus on homework support, technology, enrichment activities, and physical fitness through organized indoor and outdoor activities. THINK Together staff will submit attendance reports monthly and expense reports quarterly to the Educational Services and Business Department	2016-ongoing	Thinking Together Program		centralized district funds
2.4 ASSESSMENT. Students taking the CAASPP who do not meet or exceed the standards in English Language Arts and math will receive differentiated instruction throughout the day IAB/Unit assessments will be used to identify children who struggle in ELA and or Math. Student progress will be monitored by reviewing program assessment data during data conferences.	2016-ongoing			
2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners and students scoring below basic on district/state assessments as budget allows.	2016-ongoing	Summer School Program		centralized district funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2.6 STAFFING. Staff and or consultants will deliver intervention and or enrichment classes based on data and identified school needs as budget allows.	2016-ongoing	2 Interventionist 1on 1 kinder intervention	\$31,634 \$ 948	Title I LCFF
2.7 MATERIALS. Staff will use the site's identified intervention programs and additional support materials including intervention materials and school supplies	2016-ongoing	Scholastic News	\$198	LCFF
3.0 STUDENTS WITH DISABILITIES. Students with disabilities meet all goals outlined in their Individualized Educational Plans (IEPs) in the least restrictive environment.				
3.1 TRANSITIONAL IEPs. Transition IEPs will be scheduled and held for students with disabilities in the spring prior to entering a new grade level setting (prek to kinder, 6 to 7). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free an Appropriate Public Education in the new setting.	2016-ongoing			
3.2 PROGRAM. Students with identified special instructional needs will receive a program as determined by the IEP team decision based upon a review of individual data, ensuring appropriate accommodations and supports as defined in the IEP. This data will include, but not be limited to state test data; district benchmark data; IEP assessments; standardized assessments, teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products. Principal and or designee will monitor IEP implementation through regular classroom visits and the Trimester Review process	2016-ongoing			
3.3 REGULAR EDUCATION. General education students will receive intervention through small group instruction with the support of an educational specialist in the area of special education as budget allows. General education program will use the district adopted core curriculum and other CSS aligned support materials.	2016-ongoing			
3.4 RSP. Push-in or Pull-out RSP teacher or aide will provide instruction and or support to meet the students' IEP goals and offer of FAPE. RSP will use a variety of materials such as Read Naturally, SIPPS, Phonics (Curriculum Associates), Common Core Standards Plus or other approved programs to supplement learning for students.	2016-ongoing			
3.5 SDC. Students will receive specially designed instruction in a Special Day Class (SDC). SDC will use the ULS program and other support materials to supplement learning of special education students.	2016-ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.6 STAFFING. Highly qualified staff with the appropriate staff to meet the goals outlined in students' IEP. Sufficient staff will support the mandated requirements for individual student needs and also maintain caseloads as outlined in education code.	2016-ongoing	SDC teacher and aide meeting time	438.41	LCFF
4.0 All students including low income (Title 1), English learners, Foster Youth are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the CAASPP.				
4.1 ASSESSMENTS. In addition to 1.2 Assessments, data will be disaggregated and used to monitor strategies used for each of the identified subgroups (Title 1, EL, Foster Youth, and other state identified subgroups.)	2016-ongoing			
4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Accelerated Reader and Imagine Learning	2016-ongoing	Accelerated Reader	\$3, 216 \$1,000	Title I LCFF
4.3 TECHNOLOGY. Subgroups will be provided with a comprehensive technology program which includes resources such as ipads, laptops, Apple TVs, as well as apps and educational websites that promote 21st Century Learning and PBL projects. Staff will receive training in aligning CCSS, programs, strategies, and the CAASPP to build a cohesive program which prepares students for the CAASPP.	2016-ongoing			
4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups specifically Foster Youth., homeless and/or military families.	2016-ongoing			
5.0 ENGLISH LEARNERS. English learners will make progress towards attaining proficiency or better in English annually (which will improve their abilities to meet the demands of college and the workforce).	2016-ongoing			
5.1 PROGRAM. Staff will use English Language Development Standards to design a focused program based on the English proficiency level of the students. Students will be grouped according to their ELD proficiency level for a minimum of 30 minutes per day during designated ELD. <ul style="list-style-type: none"> All Teachers will be trained in GLAD strategies The district adopted ELD program and or expository resources will be used to deliver instruction.	2016-ongoing	substitutes GLAD training	\$1,000	LCFF Centralized funds
5.2 ASSESSMENT. CELDT will be used annually to measure growth towards English Proficiency. District data will be disaggregated to monitor English and academic proficiencies.	2016-ongoing	ELD site coordinators		centralized funds
5.3 STAFFING. All staff will be BCLAD/CLAD certified and receive current training on research based effective teaching strategies for ELs such as Marzano, SDAIE, etc.	2016-ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
5.4 ANNUAL GROWTH. English learners who have not made annual growth in their English acquisition skills based on review of annual CELDT scores, may be identified for ELD intervention and or summer school as funding becomes available.	2016-ongoing	summer school costs		centralized funds

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #3:	
Provide professional development opportunities for all staff to develop professional efficacy, to ensure that high-quality instruction is provided to all students.	
SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Staff will have access to professional development training opportunities at the district and site level.	
Student groups and grade levels to participate in this goal: Staff will participate in professional development opportunities. Therefore, all students will benefit.	Anticipated annual performance growth for each group: Baseline year for CAASPP.
Means of evaluating progress toward this goal: Student progress will be monitored through the analysis of Synced Unit assessments, Dibels, benchmarks, other formative assessments	Group data to be collected to measure academic gains: Teacher observations; Data from grade level assessments; Baseline test results from CAASPP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Teachers will have access to professional development				
1.1 CCSS: All staff will be trained on Common Core State Standards and 21st Century learning strategies. *Critical Thinking Skills/ Problem Solving Skills * Inquiry Based Learning *Problem Solving Skill *Academic Language * Collaboration	2018/2019- ongoing	subs	\$500	LCFF
1.2 MATH - All staff will receive training from Leverage Learning on lesson delivery and mathematical practices using GO Math! curriculum ** Staff members will receive site based support on various mathematical concepts: 5 E's of lesson design, CCSS Mathematical Practices and strategies	2018/2019- ongoing	outside consultant	\$14,000	centralized funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.3 LANGUAGE ARTS - All teachers will receive ongoing support/training for CCSS based units. * Teachers will receive support in the implementation of CCSS lesson design and content. * Teachers will participate in vertical collaboration at the site level to gain a better understanding of the structure of CCSS. *Teachers will be trained on providing multiple types text structure: informational text, literature, poetry, etc. * K-6 teachers will be trained in Write From the Beginning program * Teachers will receive ongoing support/training in Thinking Maps *Teachers will be trained in GLAD strategies Teachers will receive ongoing support/training in CGI * Teachers will be trained in structured and unstructured collaboration as well as accountable talk	2018/2019- ongoing	subs	\$500	
1.4 COLLABORATION: Teachers will meet monthly to collaborate on core curricular needs and to discuss Best Practices. *Monthly grade level meeting * Leadership team *Site Staff meetings *PDAR * K-3 1 hour per week *Committee meetings: Curriculum, Technology, Evaluation	2018/2019- ongoing			
1.5 COACHING: Teachers will be provided with ongoing access to coaching on-site for four days a week. Support will include , but not limited to: * Co-plan/Co-teach * Demo Lessons * Lesson Study * Reading Strategies	2018/2019- ongoing	Instructional coaches	\$24,268	Title I
1.6 TECHNOLOGY: Teachers will have access to professional development on 21st Century computer based topics: using technology in the classroom, effective strategies, issues pertaining to laws and policies etc. Teachers will also have funds to purchase poster makers, laminating machines, copy machines as teaching tools * Teachers will attend Google Summit *Teachers will received technology support from the District IT team on a regular basis	2018/2019- ongoing	Google training fee Extra Teacher pay	\$1,745 \$2,000	LCFF LCFF
1.7 Summer Learning Academy: Teachers will have the opportunity to focus on district selected instructional strategies and practices while teaching EL scholars for 4 weeks. During this time, teachers will be able to observe, provide and receive instructional feedback, and collaborate with one another to co-produce meaning together.	2018/2019- ongoing	teacher pay materials and supplies		centralized funds

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #4:	
Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.	
SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) SCHOOL GOAL # 4 Strengthen communication with parents and community members to provide resources and opportunities for parents to give meaningful input into their students' education.	
Student groups and grade levels to participate in this goal: All students will benefit from the support of community stakeholders.	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal: Analysis of the effectiveness of the means of communication with parents and community members in their home language. Various means of communication include, written communication, Blackboard messages, school website and social media, parent surveys, and community partnerships.	Group data to be collected to measure academic gains: Surveys, parent communication

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.				
1.1 Various means of communication include, written communication, Blackboard messages, aeries.net, school website and social media, parent surveys, and community partnerships.	2018/2019- ongoing	Blackboard and Aeries programs		centralized district funds
1.2 Hold regular parent advisory meetings, trainings, and give parents/community members the opportunity to attend within district and out of district conferences.	2018/2019- ongoing	door prizes, incentives, food	\$500	PTA/ local donations fund
1.3. Provide child care, translation, incentives, prizes, and rewards to encourage parent/community member participation in ongoing events.	2018/2019- ongoing			
1.4. Provide opportunities for parents and community members to participate in family nights, family education opportunities, Back-to-School Night, Open House, Parent/Teacher conferences, Annual Title I meeting, etc.	2018/2019- ongoing			
1.5. Appropriately constituted parent advisory committees (School Site Council, and/or ELAC, PTA, Parent Advisory Committee, etc.) which serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and review program effectiveness.	2018/2019- ongoing			
1.6. Parents will be informed throughout the school year about students' academic and behavioral progress utilizing the Blackboard program, Back-to-School Night, Open House, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low Socio-Economic Status, Special Education, and Foster Youth and children of military families.	2018/2019- ongoing			
1.7. Current School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website.	2018/2019- ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.8. Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development.	2018/2019- ongoing			
1.9 Parents will be encouraged to attend all district provided training opportunities and experiences	2018/2019- ongoing			
1.10 Community Liaison to: <ul style="list-style-type: none"> • increase parent involvement in training opportunities • prepare, set up , and translate for Pastries with the Principal • establish community ties • send home black board messages and monthly calendars 	2018/2019- ongoing	staff support		centralized funds
1.11 Consistently hold Pastries with the Principal on a monthly basis	2018/2019- ongoing			

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #5:	
Provide a comprehensive system of support services to facilitate student success, both academically and personally.	
SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Create a learning environment where students feel safe and can grow and flourish as they develop skills needed in order to be competitive in the 21st Century global market.	
Student groups and grade levels to participate in this goal: All student groups including: English Language Learners Foster Youth Socio-Economically Disadvantaged Homeless and /or military families	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 All students will learn from a highly qualified staff member within the school environment.	2018/2019- ongoing			
1.2 All students, including Foster Youth , Children of Military families, special needs, English Learners, foster youth, socio-economically dis-advantaged, and other students will have equal access to the school's entire educational program.	2018/2019- ongoing			
1.3 All students, including special needs, English Learners, foster youth, socio-economically disadvantaged, and other students will have full access to standards-aligned instructional materials at school and at home.	2018/2019- ongoing	materials	\$4,000	LCFF
1.4 Students will have full access to the library during the school day as well as before and after school so they can utilize technology and receive support for their school work.	2018/2019- ongoing			
1.5 The school provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The PBIS program linked with our character traits, and partnerships with Spirit Family Services and the Whole Child, among other organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning.	2018/2019- ongoing	PBIS program, subs		centralized district funds
1.6 The school complies with Williams requirements for school cleanliness and orderliness.	2018/2019- ongoing			
1.7 The school works with THINK Together to provide an after school program that assists students with a safe environment to do their homework and participate in physical activity and enrichment.	2018/2019- ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.8 The school provides basic school supplies for school and home to ensure scholars have appropriate learning tools including binders, agendas, pencils, etc. at school and in the home	2018/2019- ongoing	school supplies Agendas	\$3,000 \$1,401.40	LCFF LCFF
1.9 Parents are encouraged to attend all district provided training opportunities and experiences	2018/2019- ongoing	staff support		centralized funds
1.10 Parent/Community Liaison to : <ul style="list-style-type: none"> • promote district / site initiatives • prepare , set up, and translate for Pastries with the Principal • establish community ties send home BlackBoard messages and monthly calendars	2018/2019- ongoing	staff support		centralized funds

Appendix A - 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	62	61		62	59		62	59		100	96.7	
Grade 4	69	58		66	58		66	58		95.7	100	
Grade 5	85	67		80	66		80	66		94.1	98.5	
Grade 6	65	79		64	78		64	78		98.5	98.7	
All Grades	281	265		272	261		272	261		96.8	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2349.8	2384.4		3	10.17		11	20.34		19	28.81		66	40.68	
Grade 4	2386.6	2401.4		5	3.45		11	10.34		21	31.03		64	55.17	
Grade 5	2422.0	2431.6		6	3.03		14	16.67		24	24.24		56	56.06	
Grade 6	2473.2	2488.8		2	6.41		23	28.21		34	28.21		41	37.18	
All Grades	N/A	N/A	N/A	4	5.75		15	19.54		25	27.97		57	46.74	

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	5	11.86		32	40.68		63	47.46		
Grade 4	3	6.90		29	50.00		68	43.10		
Grade 5	6	6.06		34	40.91		60	53.03		
Grade 6	3	11.54		42	44.87		55	43.59		
All Grades	4	9.20		34	44.06		61	46.74		

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	6	10.17		32	45.76		61	44.07	
Grade 4	3	5.17		32	50.00		65	44.83	
Grade 5	10	10.61		26	50.00		64	39.39	
Grade 6	6	11.54		41	48.72		53	39.74	
All Grades	7	9.58		32	48.66		61	41.76	

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	3	16.95		55	61.02		42	22.03	
Grade 4	5	3.45		68	55.17		27	41.38	
Grade 5	5	3.03		56	48.48		39	48.48	
Grade 6	6	6.41		69	70.51		25	23.08	
All Grades	5	7.28		62	59.39		33	33.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	8.47		32	55.93		63	35.59	
Grade 4	6	8.62		41	44.83		53	46.55	
Grade 5	9	3.03		46	37.88		45	59.09	
Grade 6	14	19.23		56	52.56		30	28.21	
All Grades	8	10.34		44	47.89		47	41.76	

Conclusions based on this data:

1. Based on the data and other formative assessments, we have determined that scholars have not mastered Early Literacy Skills including Phonemic awareness, Decoding, and fluency. An emphasis needs to be placed on primary levels with progress monitoring tools, whole group instruction, and early intervention.
2. Based on the data, we need to have grade level opportunities for collaboration to analyze benchmarks and develop action plans to differentiate instruction
3. Based on the data, we need to help our teachers and scholars become familiar with the CAASPP testing format and technology tools.

Appendix A - School and Student Performance Data (continued)

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	62	61		62	59		62	59		100	96.7	
Grade 4	69	58		66	58		66	58		95.7	100	
Grade 5	85	67		80	66		80	66		94.1	98.5	
Grade 6	65	79		64	79		64	79		98.5	100	
All Grades	281	265		272	262		272	262		96.8	98.9	

* 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	2367.7	2405.7		2	8.47		8	20.34		26	30.51		65	40.68	
Grade 4	2381.0	2405.6		2	0.00		3	6.90		29	36.21		67	56.90	
Grade 5	2425.5	2437.5		0	1.52		5	1.52		24	33.33		71	63.64	
Grade 6	2456.2	2467.1		2	0.00		9	17.72		30	35.44		59	46.84	
All Grades	N/A	N/A	N/A	1	2.29		6	11.83		27	33.97		66	51.91	

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	3	20.34		34	33.90		63	45.76	
Grade 4	2	1.72		12	24.14		86	74.14	
Grade 5	3	1.52		16	27.27		81	71.21	
Grade 6	6	5.06		28	36.71		66	58.23	
All Grades	3	6.87		22	30.92		75	62.21	

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	6	11.86		26	49.15		68	38.98	
Grade 4	0	1.72		23	34.48		77	63.79	
Grade 5	1	0.00		24	25.76		75	74.24	
Grade 6	2	2.53		27	41.77		72	55.70	
All Grades	2	3.82		25	37.79		73	58.40	

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	2	15.25		50	52.54		48	32.20	
Grade 4	2	0.00		27	29.31		71	70.69	
Grade 5	1	3.03		29	39.39		70	57.58	
Grade 6	3	2.53		50	43.04		47	54.43	
All Grades	2	4.96		38	41.22		60	53.82	

Conclusions based on this data:

1. Based on the data, our scholars need support in basic math concepts and procedures (computation)
2. Based on the data, our teachers need additional support in interpreting the new Common Core Math standards and mathematical principles.
3. Based on the data, we need to help our teachers and scholars become familiar with the CAASPP testing format and technology tools.

Appendix A - School and Student Performance Data (continued)





Table 5: California English Language Development (CELDT) Data

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								25			75				
1				15	23		52	53		21	18		12	8	
2	2	3		16	19		53	34		29	31			13	
3	2	3		14	26		39	54		30	13		16	5	
4	6			24	44		50	44		10	8		10	5	
5		3		25	43		58	43		15	8		3	3	
6		3		15	29		60	55		20	6		5	6	
Total	2	2		19	30		51	47		21	15		8	6	

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)		4	1
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	1
Mathematics (3-8)		4	0

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

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

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

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
African American	1	1	*
Hispanic or Latino	457	30	6.6
Did not Report	1	1	*
Pacific Islander	1	1	*
White	1	1	*
Male	243	14	5.8
Female	226	17	7.5
English Learners	273	12	4.4
Students with Disabilities	80	4	5.0
Socioeconomically Disadvantaged	442	31	7.0
Foster	12	4	33.3
Homeless	29	7	24.1
Kindergarten	68	7	10.3
Grades 1-3	186	13	7.0
Grades 4-6	215	11	5.1
Grades K-8	469	31	6.6
Total	469	31	6.6

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		469	Medium 2.6%	Declined Significantly -2.9%

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	Number of Students	Status	Change
All Students		469	Medium 2.6%	Declined Significantly -2.9%
English Learners		273	High 3.7%	Declined Significantly -1.4%
Foster Youth		12	Very Low 0%	
Homeless		29	Very High 6.9%	Declined Significantly -1.9%
Socioeconomically Disadvantaged		442	Medium 2.5%	Declined Significantly -3.2%
Students with Disabilities		80	Very High 7.5%	Maintained +0.1%
African American		3	*	*
Hispanic		457	Medium 2.4%	Declined Significantly -3%
Pacific Islander		1	*	*
White		6	*	*

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

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

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		246	High 75.6%	Increased Significantly +23.0%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.7%	Declined Significantly -1.4%
English Learner Progress (1-12)		High 75.6%	Increased Significantly +23.0%
English Language Arts (3-8)		Low 61.4 points below level 3	Increased Significantly +17.8 points
Mathematics (3-8)		Low 71.1 points below level 3	Increased Significantly +21.1 points

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

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)		250	Low 55.1 points below level 3	Increased Significantly +20 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		250	Low 55.1 points below level 3	Increased Significantly +20 points
English Learners		180	Low 61.4 points below level 3	Increased Significantly +17.8 points
Foster Youth		4	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		236	Low 58.2 points below level 3	Increased Significantly +19 points
Students with Disabilities		36	Very Low 74.9 points below level 3	Increased Significantly +37.9 points
African American		3	*	*
Hispanic		242	Low 53.5 points below level 3	Increased Significantly +20.6 points
White		5	*	*

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	44	High 10.7 points above level 3	Increased Significantly +29.3 points
EL - English Learner Only	136	Very Low 84.7 points below level 3	Increased Significantly +26 points
English Only	63	Low 46.4 points below level 3	Increased Significantly +26.2 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.

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)		250	Low 70.9 points below level 3	Increased Significantly +21.6 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		250	Low 70.9 points below level 3	Increased Significantly +21.6 points
English Learners		180	Low 71.1 points below level 3	Increased Significantly +21.1 points
Foster Youth		4	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		236	Low 71.1 points below level 3	Increased Significantly +22.9 points
Students with Disabilities		36	Low 79.7 points below level 3	Increased Significantly +39.1 points
African American		3	*	*
Hispanic		242	Low 69.4 points below level 3	Increased Significantly +21.7 points
White		5	*	*

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	44	Low 26.3 points below level 3	Increased Significantly +30.7 points
EL - English Learner Only	136	Low 85.6 points below level 3	Increased Significantly +24.9 points
English Only	63	Low 72.4 points below level 3	Increased Significantly +26.9 points

Math California Alternate Assessment (CAA) Data

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	52.6%	75.6%

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	75.2 points below level 3	55.1 points below level 3
Mathematics	92.5 points below level 3	70.9 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.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	5.5% (27)	2.6% (12)

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

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

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language	Mathematics	College/Career
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.

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

California Assessment of Student Performance and Progress and California Alternative Assessment
School City - English Language Arts
Think Central - math
District benchmarks K-2
Interim Assessment Benchmarks (IAB) 3rd-6th
English Language Proficiency Assessments for California (ELPAC)

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

District, School, and grade level results of the CAASP

Staffing and Professional Development

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

All teachers at the site are NCLB compliant

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

On-going on a weekly basis

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All staff are credentialed and professional development are in accord with the school and district plan.
Yes

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

Yes, we are currently working with district and other outside sources

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

We currently have assistance and support from the district in the form of instructional coaches, professional development

8. Teacher collaboration by grade level (EPC)

Plan Do Analyze Review (PDAR) process with Instructional Leaders Team (ILT) once a month, grade level planning time three times a week.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

This is done through faculty meetings, staff training, and PDAR meetings throughout the year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

This is done daily.

11. Lesson pacing schedule (EPC)

Suggested pacing guides are provided by the district to all staff.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

The faculty uses current state adopted materials for instructional purposes.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Only SBE- adopted and standards-aligned instructional materials are used.

Opportunity and Equal Educational Access

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

SBE adopted Intervention materials are used by faculty to assist underperforming students.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Cognitively Guided Instruction (CGI) practices, PDAR analysis of teaching

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Imagine Learning On-line Program will be available to all scholars to use in school and at home.

17. Transition from preschool to kindergarten (Title I SWP)

There is a need to increase opportunities for collaboration with the Options Pre-School staff that serve the Carmela pre-school students.

Involvement

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

Access to Imagine Learning On-line Program will be given to all Scholars. In addition, the district has a working agreement with Think Together for daily assistance with care and assistance with homework. Community Liaison involvement

19. Strategies to increase parental involvement (Title I SWP)

PTA, parent meetings and conferences are the main strategies to increase parental involvement.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The school has a School Site Council and the district has various district committees and meetings to assist in the planning, implementation and evaluation of consolidated application programs.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

See budget pages

Appendix C - School Budget

LCFF Budget 2018-19					
LCFF Expenditures	Amount Allocated	Actuals	Justification	LCAP GOAL	
South West School Supplies	9,000		School Supplies (pencils, highlighters, etc)		
Blue communication folders	900		Weekly parent connection folders		
Classroom Library of leveled readers for K-1 grade	\$2,800.00		reading fluency and comprehension practice		
Noon duty meetings for PBIS implementation	600		Creating a positive learning environment for scholars		
Support for Dibels 2017-2018	219				
Extra hours- Anabel Vaca (60) + alt	1,067.14		Math intervention for 3th grade		
Extra hours- Joanne Nunez (60) + alt	1,134		Math intervention for 6th grade		
Classwallet for teacher resource books +materials	200		Professional Development		
Staff support for monthly character traits assemblies James 30 + alt	1,451		Character trait focus and spirit assembly		
Interventionist (Rachel)	9,480.00		Extra support for scholars in ELA		
Maribel IEP translations	348		increased communication with families		
Extra hours- IEP and SST 's- Rivers (30)	1,088		Administrative coverage for speech IEP's		
School Plan oversight committee(Sinda 10 ea; Shep, Est, Santos-S; Nak)	2,000		Teacher insight and PD planning		
Chrome Books/storage	17,947		STEM focus (technology) - complete 1:1 ratio in 3-6th grade		
Professional development opportunities for staff	3,000		Common Core and Science focus		
Total spent	51,255				
LCFF total	51,255				
Balance	0				

Visual/Performing Arts

expenditures	Amount	Justification	LCAP Goal		
PPR Gina Shepherd	580.00	After school support for 3rd grade performance	#2		
		Décor and costumes			
PO for south west- colored pencils, glue bottles, 80	900				
Winter Program	300.00				
Total spent	1,780.00				
Title I Total	2,000.00				
Balance	220.00				

PBIS Needs

expenditures	Amount	Justification	LCAP Goal		
scholar store -oriental tradin vis us bank	710.00				
Classroom wallet	1,290.00				
Total spent	2,000.00				
Title I Total	2,000.00				
Balance	0.00				

General Funds 2018-19

General fund expenditures	Amount allotted	Amount spent	Justification		
South West- PO -custodial supplies	8,000.00		custodial supplies		
South West PO- Instructional supplies	2,850.00		scholar supplies and office supplies		
Office needs/supplies	300		office needs		
Teacher reimbursements for scholar supplies	800.00		scholar supplies @ a discounted rate		
storage for lap top	2,195.00				
Total spent		14,345.00			
Title I Total		14,345.00			
Balance		0.00			

Appendix E - Recommendations and Assurances (Carmela Elementary School)

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:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X 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: 4/30/2018

Attested:

Allison Nakamura/acting principal

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Get to class on time every day
- Display the Carmela Character Traits
- Complete my work and homework
- Take my Carmela folder home to my parents every Wednesday
- I agree to read 15 to 30 minutes daily
- Come to school to learn and prepare for college

Parents Pledge:

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child arrives to school on time each day
- Encourage my child to complete his/her homework
- Review all school communications and return the Carmela folder
- Attend Back to School Night, Parent -Teacher Conferences, Open House, and other school events
- Encourage my child to engage in reading activities at least 20 minutes every day
- Provide a place for my child to do homework
- Make sure my child gets adequate sleep and has a proper diet
- Support the schools' and districts' homework, discipline, and attendance policies

Staff Pledge:

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Teach the academic and social skills that your children need to attend a 4 year university
- Strive to address the individual needs of all scholars
- Communicate with you regarding your child's progress
- Provide a safe, positive, and healthy learning environment for all scholars
- Correct and return appropriate work in a timely manner
- Communicate homework and class work expectations

Appendix G - School Site Council Membership: Carmela Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Allison Nakamura	X				
Linda Eazor		X			
Esther Vargas		X			
Jannet Vazquez				X	
Maria Baltazar			X		
Janet Urribe				X	
Andrea Corona				X	
Numbers of members of each category	1	2	1	3	

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.

Budget By Expenditures