

The Single Plan for Student Achievement

Loma Vista Elementary School

School Name

19-65037-6022834

CDS Code

Date of this revision: May 15, 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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South Whittier School District

School District

Superintendent: Dr. Gary Gonzales
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The District Governing Board approved this revision of the School Plan on May 15, 2018.

II. School Vision and Mission

School Vision and Mission:

Loma Vista Elementary School is committed to creating a conducive and supportive learning environment building a foundation which challenges students to meet or exceed high standards and expectations. Students will develop good work ethics, as well as 21st century skills, that encourage them to use their natural curiosity as they persevere and delve deeper into areas of interest thus preparing them for college, careers, and community service. We believe that all students deserve the opportunity and tools to learn how to be successful, productive and value-driven citizens of the community by utilizing a positive and proactive systems approach for ensuring the success of every child.

Core Beliefs for Success:

Punctual & Prepared

Always Respectful

Work Hard

Stay Safe

III. School Profile

Loma Vista Elementary School is a Transitional Kindergarten through Sixth Grade elementary school with approximately 520 students. Our school population is composed of 94.3% Hispanic students . We are a Title I school with 91% of students receiving free or reduced lunch. We have 18 regular education classrooms, 1.4 resource specialists, one speech therapist, one special day class (SDC) teacher for the Severely Handicapped (SH), one P.E. teacher for grades K-6 and a psychologist 2 days a week. We have 1 instructional aide for our Transitional Kinder/ Kinder class combination and 3 half-day RTI instructional aides that work with struggling students at all grade levels. We have an instructional coach assigned to our school to support teachers in providing effective first time instruction. We have one inclusion specialist who assists with full inclusion students. We have one Media Clerk who works in our Library which is open to students during the school day and students visit the library weekly with the teacher. The library is also open for parent use after school four times a week. We have two computer labs - one for Primary grades and one for Upper grades. All students have access to these labs 2-3 times per week. Students also have access to iPads in the classrooms. Think Together serves 100 students after school and works closely with the staff to meet the needs of all students.

The educational program at Loma Vista includes a core instructional program aligned with Common Core State Standards (CCSS). The program which presents a balanced literacy program focusing on English language arts designed for students to become proficient in reading and writing, English Language Development (ELD) for our English learners, mathematics, social studies, and science. A Response to Intervention (RTI) program is integrated throughout the day to meet the needs of students who require intensive academic intervention. Teachers participate in regularly scheduled collaborative grade level meetings, using data to refine and focus the instructional program based on the needs of all students. Teachers also participate in continuing professional development throughout the year and during the summer, including Common Core State Standards training, GLAD training, Direct Interactive Instructional model and Write From the Beginning... School-wide behavior expectations and standards are well established through our PBIS (Positive Behavior Interventions and Support) program integrated through our Multi Tiered Systems of Support (MTSS). Each month the entire school works on a character trait and then teachers select one student who has most demonstrated the trait for an award. Each teacher has his/her own set of classroom rules and consequences, which they have sent home to parents. The principal and teachers meet at the end of each trimester to monitor individual progress of students. The PTA works hard to support the educational program at Loma Vista, providing our students with field trips, assemblies, and more to enrich the core program. Working together with our parents and community is imperative in achieving educational excellence of all students. Our 6th grade students have the opportunity to attend a week long Outdoor Science School through LA County Office of Education.

All students in TK-6 have access to supplemental programs for social and or academic needs. We are affiliated with an on-site after school program, THINK Together. In addition we give priority support is provided to homeless, foster and military families furthermore, we have several after-school activities provided by outside agencies such as the Good News Club, and After-School Tutoring for students in grades K through 6. Parent education classes are offered throughout the school year to educate parents about the new CCSS; how to further support their child to become technology literate; and college and career ready. Parents and the community are a welcome commodity at Loma Vista. We are committed to working together to identify and meet the individual needs of our students.

All of our teachers have a full credential and are CLAD certified. Average class sizes at our school are 23.3 student in K-3 and 29.4 students in grades 4-6. A complete annual accountability report for our school is available on our district Web site at

<https://d3jc3ahdjad7x7.cloudfront.net/YR7DO5Ts0hUyIJaer2KmMVissf5nky0QiquqCB5tZoh6bWAT.pdf>.

Any stakeholder may request printed copies of this report at our school or district office. For more information, contact the district at:

South Whittier Elementary School District 11200 Telechron Avenue Whittier, CA 90605 (562) 944-6231

SOUTH WHITTIER ELEMENTARY SCHOOL DISTRICT

19-65037-6022834/17151

Loma Vista Elementary

School ADDRESS: 13463 East Meyer Rd., Whittier, CA 90605

PHONE: (562) 941-4712

PRINCIPAL: Kristine Carreon

GRADE RANGE: TK-6
SCHEDULE: Traditional

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Annual CASSPP test results as well as the CA Dashboard indicators are shared school wide. The data is disaggregated by grade level and language proficiency. The data is used to create the Single Plan for Student Achievement. Data is analyzed to create a targeted action plan for each grade level. Grade levels also participate in ongoing district and site level meetings to further analyze data and to plan instruction through the PDAR process.

The site principal meets with teachers at the end of each trimester to discuss data and individual students. Data analysis include curriculum embedded assessments, district benchmarks, fluency scores, CELDT, SchoolCity data that is obtained by teachers and used as formative assessments to determine program effectiveness. Data is also analyzed to create a targeted action plan for each grade level.

B. Surveys

Yearly parents are surveyed at three levels: PTA, SSC and general parent population. Purpose: to assess parent/family/community/staff needs and gather input for school-wide initiatives such as Write from the Beginning and Beyond and also for input in selecting student enrichment and intervention activities. A district created survey is given to all students. Parents participated in a district LCAP. In addition to parent/community surveys, teacher and staff input is collected anonymously and analyzed yearly.

C. Classroom Observations

Classroom observations consist of two models, Formal observation and Informal observations. The administrator follows the South Whittier Teachers Association contract in scheduling formal observations, which is one or two per teacher per school year. There is no contractual number required on the Informal observations, but at Loma Vista the teachers usually receive as many as one per week or as few as one per month. A written feedback form is sent electronically, or a hard copy is left in teachers' mailbox.. The Formal observations have a pre-conference to discuss the lesson and a post conference to give feedback and discuss next steps. Teacher and district administrators accompany the site administrator on learning walks and are conducted bi-annually.

D. Student Work and School Documents

Current student work is displayed in all classrooms. At a minimum, each classroom displays student work that reflects work samples from English language arts and mathematics. Posted student work reflects each students' personal best. Work samples include a comment or grade to show progress towards mastery of Common Core State Standards (CCSS). Student work and other documents presents evidence of communication, creativity, critical thinking, and collaboration (4 C's). Teachers are in the beginning stages of incorporating Cognitive Guided Instructional Strategies (CGI). Student work also supports and provides evidence of the implementation of district initiatives such as Thinking Maps, DII, and other effective research based strategies.

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

Common Core State Standards drive the instruction at Loma Vista School. Teachers use effective research-based strategies such as Direct Interactive instruction (DII) and Thinking Maps, and GLAD strategies to deliver instruction. All teachers have been trained and have participated in co-planning and co-teaching using DII. All teachers have received intensive training on GLAD strategies. Standards-based learning objectives are evident in all classrooms in all core areas. Checking for understanding is used by all teachers and supported by our instructional program when it comes to active participation. All grade levels have chosen sentence frames in order to make a plan for a year long accountable talk plan. There are agreed upon non-negotiables that include standard-based instruction, academic language, higher level questioning, critical thinking, checking for understanding, differentiation, and clarification at all learning levels. Daily ELD rotations and Universal Access is used to meet the needs of all students. School City web-based software program provides teachers with the English language arts curriculum map, sequence, lesson plans, and formative assessments to deliver and assess CCSS. GO Math is taught in all classrooms with students using the companion technology program Think Central.

School Advisory Committees Input

The school site council summarizes or lists input from all applicable school advisory committees.

NOTE: The SPSA must be developed with the review, certification, and advice of school advisory committees.

1. Input from the School Site Council:

Parents enjoy having the after school intervention for students who get out at 2:00 with older siblings who get out at 2:25. Parents appreciate having a bilingual secretary and health aide in the office. Newsletters/Blackboard being bilingual. Parents support the tutoring program. Parents are making use of the library being open after school for parent use.

2. Input from other School Advisory Committees:

Parents are happy with the after school intervention programs being held in the computer labs. Parents continue to be concerned with safety of students at drop off in front and back of school. Parents would like more of a volunteer program.

Conclusions from Instructional Program Analysis and School Advisory Committee Input

1. Strengths of the Instructional Program:

Amount of time students read in the classroom, abundance of materials available, communication to parents, after school tutoring for primary grades, parent Curriculum Nights (Math and Science) Response to Instruction aides.

2. Improvement Needs of the Instructional Program:

Counseling for students. More instruction of Bullying programs.

3. High Priority Needs of Low-Performing/Underachieving Student Groups:

Continue tutoring for all students.

V. Description of Barriers and Related School Goals

CAASPP Results 2016-2017

Grade 3 ELA	8.6%	Math	15.7%	Standard Exceeded or Met
Grade 4 ELA	21.1%	Math	21.1%	Standard Exceeded or Met
Grade 5 ELA	34.4%	Math	11.5%	Standard Exceeded or Met
Grade 6 ELA	14.8%	Math	16.2%	Standard Exceeded or Met

Loma Vista Goals

Goal 1

Provide a comprehensive system of support services to facilitate student success, both academically and personally.

Goal 2

Provide opportunities and support for students including the necessary technological resources needed for success, as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce.

Identified Barriers and related goals

57.1% of our students are English Language Learners.

While 32% of our English Language Learners are long term English learners.

73.1% of our English Learners are not meeting standards in ELA.

73.1 % of our English Learners are not meeting standards in Math.

Teachers will receive professional development on how to teach English Learners through the use of GLAD while providing access to the core curriculum.

93.3% of our students receive free/reduced lunch. We will provide all school materials and additional resources to help our students 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.

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) Loma Vista will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.</p> <p>Loma Vista will implement state standards, course access, pupil achievement, and other pupil outcomes.</p>	
<p>Student groups and grade levels to participate in this goal: All Loma Vista students in grades K-6 will participate in this goal.</p> <p>Target Student Groups: Students with Disabilities, Hispanic, Foster Youth, English Language Learners, and Socio-economic disadvantaged students as well as Homeless and children of Military Families.</p>	<p>Anticipated annual performance growth for each group:</p> <p>All students in grades 3-6 will participate in the CAASPP assessment, at the rate of 95% or higher, in ELA and Math to establish a baseline to set first year scores and an amended API score (with a 1% decrease in the D/F rate).</p>
<p>Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district units assessments, district benchmarks, and teacher records.</p> <p>1B: Progress made by students will be measured by continuous growth on the: *SchoolCity Assessments *District benchmarks/IAB's (ELA/Math) *Weekly/Unit/Chapter Tests, Formative Assessments *Principal observations *Teacher Evaluations</p>	<p>Group data to be collected to measure academic gains: SchoolCity Data resulting from multiple measures: Teacher-generated assessments using GLAD strategies and Write from the Beginning, ELPAC Tests, District Benchmark Assessments, Journey's Assessments, Lexia reports, Accelerated Reader reports all Core Program Assessments.</p> <p>As well as: attendance rates, the Physical Fitness gram evaluation of 5th and 7th grade students, Olweus implementation, , PBIS Intervention Support Checklist, referrals to community agencies (Whole Child, Pacific Clinics and SPIRITT Family Services) as evidence from Parent Conferences, SST meetings, IEP meetings.</p> <p>*CAASPP State Assessment *ELPAC</p>

<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>
<p>1.0 The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching and learning process.</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
1.1 CORE MATERIALS: All core and supplemental materials used in classrooms are aligned to current common core grade level content standards and are implemented appropriately.	2018-2019	Core Materials-purchased by district		Centralized Funds
1.2. ASSESSMENTS: Various forms of formative and summative CCSS based assessments are used to monitor progress towards mastery of CCSS.	2018-2019			
1.3 DATA ANALYSIS: 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	Trimester Reviews PDAR meetings	5541	LCFF Centralized Funds
1.4 REPORT CARDS: Loma Vista teachers and administrator will appropriately implement the District's Common Core Standards-Based Report cards.	2018-2019			
1.5 DATA ANALYSIS/PROGRAM MONITORING: Regular grade level data conferences and/or professional development days (including release time for teachers) will be conducted by the Principal using SchoolCity and Think Central data to track student progress and inform instructional practices as well as CCSS training information.	2018-2019			
1.6 PROFESSIONAL DEVELOPMENT: Instructional training for staff which supports school and district priorities including technology, common core state standards, research-based instructional strategies, implementation of new math curriculum, nutrition, DII, Thinking Maps, and GLAD Strategies.	2018-2019	District Professional Development		Centralized Funds
1.7 THE ARTS: A school-wide art program will be purchased and implemented.	2018-2019	Extra hours for staff and Purchase of art materials	1209.00 2000.00	LCFF Centralized Funds
1.8 COMMON CORE STANDARDS & RIGOR: Teachers will receive training in the Common Core State Standards as well as the Sync Solutions tool for curriculum/standards alignment and implementation.	2018-2019			Centralized Funds
1.9 DISTRICT INITIATIVES: All teachers will attend Thinking Maps "Write from the Beginning" training/follow up and align instruction to school-wide and district-wide writing initiatives and prompts. In addition, all K-6th teachers will receive GLAD training.	2018-2019			Centralized Funds
1.10 ELs & TECHNOLOGY: All K-6 teacher will continue to receive Ipads for academic in-class intervention and enrichment for Advanced students as well as struggling learners and ELs (as funding becomes available).	2018-2019			Centralized Funds

<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<p>1.11 COMMON CORE STANDARDS & RIGOR: 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 train students in the skills needed to take the CAASPP • Implementing the four components of Direct Interactive Instruction appropriately -- Standards and Measurable Objectives, Lesson Structure and Sequence, Student Engagement (interaction, feedback, and directives), GLAD strategies and Proactive Classroom Management. • Teaching students how to use academic language at all times • Integrating anytime, Intensive, Strategic and Supportive Academic and Behavioral Response to Intervention strategies that focus on a positive reward system • Grouping students, as needed, to maximize instruction and learning • Integrating "The Arts" into the curriculum • Providing additional time for structured ELD student support • Consistently using Leveled Sentence Frames and SDAIE/GLAD strategies as needed throughout the instructional day and across all subject areas • Implementing the 4C's (Critical Thinking, Communication, Collaboration and Creativity,)"Super Skills" for the 21st Century • Utilizing technology to maximize instruction and learning • Using meta-cognitive practices to teach students how to learn about learning • Implementing the Olweus Anti-bullying Program • Instructing students on the use of meta-cognitive skills to increase learning • 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 (PBIS) that includes a bully and suicide prevention component 	<p>2018-2019</p>	<p>Site Based Support from Instructional Coach</p>	<p>27,663.00</p>	<p>Title I</p>

<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<p>1.12 REQUISITION FORMS: 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>	<p>2018-2019</p>			
<p>1.13 SSC, ELAC, & COMMUNICATION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Loma Vista will organize activities to stimulate family participation based on information gained from parent surveys in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets.</p>	<p>2018-2019</p>	<p>child care</p>	<p>113.48</p>	<p>Title I Parent Involvement</p>
<p>1.14 COMMUNITY INVOLVEMENT: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Loma Vista will annually ensure a correctly composed and elected School Site Council. The school will organize activities to stimulate family participation based on information gained from parent surveys in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets.</p>	<p>2018-2019</p>	<p>translations Home School Liasion Latino Family Literacy Program</p>	<p>1,344.69</p>	<p>Title I Parent Involvement Centralized Funds</p>
<p>1.15 TITLE 1 & PARENT ADVISORY COMMITTEE: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Loma Vista will hold multiple sessions of the Title-I Parent meeting and one School Advisory Committee Meeting annually as required. At each meeting, parents will receive information about the school's SBAC 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.</p>	<p>2018-2019</p>	<p>translators</p>	<p>see 1.14</p>	<p>Title I Parent Involvement</p>
<p>1.16 PARENT COMMUNICATION & STUDENT PROGRESS: The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Report cards, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Facebook, Twitter, Class Dojo and Blackboard: Nov./Feb./April/June/As needed</p>	<p>2018-2019</p>	<p>translators</p>	<p>see 1.13 see 1.14 see 1.15</p>	<p>Title I Parent Involvement LCFF</p>
<p>1.17 TRANSLATIONS: 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 to the extent possible. 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.</p>	<p>2018-2019</p>	<p>translators</p>	<p>see 1.13 see 1.14 see 1.15</p>	<p>Title I Parent Involvement LCFF</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
1.18 TECHNOLOGY, INCREASE USE: Loma Vista will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement as funds become available.	2018-2019	Blackboard Class Dojo		Centralized Funding No cost
1.19 ARTICULATION: 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 Loma Vista 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			Centralized Funding
2. An environment where students feel safe and secure, and mutual respect is demonstrated by students and staff.				
2.1 OLWEUS: All students, faculty, and staff have been trained to employ the Olweus Bullying Prevention Program via a kick off assembly, weekly class meetings, and the school site discipline plan.	2018-2019			
2.2 PBIS: A checklist referring to Positive Behavior Intervention Support is available for school site stakeholders. Lessons were created for PBIS support	2018-2019	Professional Development PBIS Team Extra Hours		Centralized Funding
2.3 PROFESSIONAL DEVELOPEMNT: All certificated and classified staff will participate in training aligned to their specific jobs, 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			
2.4 PROFESSIONAL DEVELOPMENT: 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	GLAD Training CGI Professional Development		Centralized Funding
2.5 INTERVENTION/ENRICHMENT PROGRAMS: 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 (i.e. field trips, assemblies, Consultants, etc.)	2018-2019	RTI aides salary Extra hours for peer mediators	45,963.00 725.58	LCFF LCFF
2.6 COACHING: Coaching will be used to build leadership capacity in the teaching staff and the principal.	2018-2019	Instructional Coach	See Goal #1 1.11	Title I Centralized Services

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
2.7 SAFE LEARNING ENVIRONMENT: A safe and secure learning environment is provided by including staff training on CPI, bullying, and suicide prevention. Additional resources will be added as funding become available.	2018-2019	District CPI training		Centralized Services
3. A culture where positive behavior is the norm and there is no tolerance for bullying.				
3.1 SPSA: 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			
3.2 STUDENT INCENTIVE/RECOGNITION: 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	PBIS Funds/Olweus	2000.00	Centralized Support
3.3 COACHING: Coaching will be used to build leadership capacity in the teaching staff and the principal.	2018-2019	Instructional Coach	see 2.6	Title I Centralized Support
3.4 COMMUNITY PARTNERS: District partners, such as Whole Child, Pacific Clinics 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			
4. Full implementation of the district Wellness Policy				
4.1 SPSA: 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			
4.2 COACHING: Coaching will be used to build leadership capacity in the teaching staff and the principal.	2018-2019	Instructional Coach	see 2.6	Title I Centralized Support
4.3 COMMUNITY PARTNERS: District partners, such as Pacific Clinics, 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			
4.4 TECHNOLOGY: All K-6 teachers received an iPads to increase student engagement for English Language Learners by using an App that levels questions	2018-2019			
4.5 STUDENT ENGAGEMENT: Students will be actively engaged in physical fitness.	2018-2019	Purchase of physical fitness activities	900.73	LCFF
5. All students, including low income students, have access to basic health services.				
5.1 TECHNOLOGY & PARENTS: Loma Vista will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2018-2019			
5.2 COMMUNITY PARTNERS: District partners, such as Pacific Clinics, 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			
6. 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.				

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
6.1 SOCIAL EMOTIONAL NEEDS: 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, university and in career/workforce.	2018-2019			
6.2 SPSA: 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			
6.3 SSC/ELAC: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Loma Vista will annually ensure a correctly composed and elected School Site Council.	2018-2019			
6.4 PARENT COMMUNICATION & PROGRESS MONITORING: The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Report Cards, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Twitter and Blackboard: Nov./Feb./April/June/As needed	2018-2019	Substitutes for SST	See Goal #1 1.3	LCFF
6.5 PARENT NIGHTS: Loma Vista 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	2018-2019			
6.6 PARENT EDUCATION & EL TRAINING: Loma Vista will continue providing Parent Education trainings that target parents of English language learners.	2018-2019			
6.7 ATTENDANCE INCENTIVES: Loma Vista will provide child care, meals/snacks, and attendance incentives to encourage attendance and participation at parent meetings, training, 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.	2018-2019			
6.8 TECHNOLOGY & COMMUNICATION: Loma Vista will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2018-2019			
6.9 ARTS FOR ALL: The "Arts for All" model will be incorporated in to the curriculum to create a more enriching learning environment for all students.	2018-2019		See 1.7	LCFF
6.10 Leadership team will be used to build leadership capacity in the teaching staff and the principal.	2018-2019	Extra hours	3,627.90	LCFF
6.11 COMMUNITY PARTNERS: District partners, such as Whole Child, Pacific Clinics 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			

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 before or after school interventions and 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
 # 1 Loma Vista School will decrease the percent of students scoring far below basic or below basic on summative assessments by 5% in English language arts and math and will increase the percent of students scoring proficient or advanced by 5%. Assessments will provide data towards mastery of CCSS.

Student groups and grade levels to participate in this goal:
 All Loma Vista students in grades K-6 will participate in this goal. Student target groups include:
 *Hispanic
 *English learner
 *Socio-economically disadvantaged/Homeless
 *Foster Youth
 *Students with Disabilities
 *Children of Military Families

Anticipated annual performance growth for each group:
 All Demographic groups will increase the percentage of students that meet or exceed standards by 5%

Means of evaluating progress toward this goal:
 *CAASPP IAB Data
 * SchoolCity Report
 *Fluency Scores
 *Think Central
 * End of the Unit Weekly Assessments (ELA/Math)
 * School Diagnostic Assessments
 * Principal Observations
 * Teacher Evaluations
 *Lexia Teacher Reports

Group data to be collected to measure academic gains:
 *CAASPP Baseline
 *ELPAC
 *CAA

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
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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 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (that will prepare them for college and the workforce).				
<p>1.1 MATERIALS & TECHNOLOGY. 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.</p> <p>Intervention/Enrichment materials will be used to meet the individual needs of students.</p> <p>School will be equipped with two functioning permanent labs and or other technology such as iPads/Chrome books, document cameras, Alpha Smarts, Apple TVs , and projectors.</p>	2018-2019	Core materials-purchased by district Intervention Aides Technology Chromebooks Hardware	See Goal #1- 2.5 20732.7 1,998.70	Centralized Support LCFF Title I LCFF
<p>1.2 ASSESSMENTS.</p> <p>The CAASPP, CELDT, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS.</p> <p>CA Dashboard results are also used to set goals and monitor school site progress of English Learners</p> <p>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.</p> <p>Staff will assess incoming students to create well balanced classes.</p>	2018-2019	Publishers benchmark tests for K-6 Extra hours	2,612.09	Centralized support LCFF
<p>1.3 COLLABORATION/PROGRESS MONITORING.</p> <p>1.3a Ongoing data will be collected and 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.</p> <p>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.</p>	2018-2019	Grade level PDAR meetings Data conferences Trimester Reviews	See Goal #1- 1.13	Centralized Support Title I
<p>1.4 REPORT CARD. Create rubric and weighting criteria to create greater consistency with report card grading.</p>	2018-2019	Grade level meetings		

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
1.5 TEACHING STRATEGIES. Teachers will use research based instructional strategies such as DII, Thinking Maps, SDAIE/GLAD strategies, to deliver instruction.	2018-2019			
1.6 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.	2018-2019			
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 extra curricular areas (Physical Education).	2018-2019			
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 and Foster Youth for placement into the site's intervention programs. Intervention will be designed to support English Language Arts and or mathematics as evidenced by data. Intervention classes will be offered to students within their regular school day as well as after school. All students will have access to computer based intervention programs during school and at home. School Study Team (SST) will meet regularly to identify and monitor proposed interventions for at-risk students.	2018-2019	Trimester Reviews/Substitutes Intervention Program Intervention Aides Intervention Materials	Goal #1- 1.3 Goal #1- 1.1 & 2.5	LCFF LCFF Title I
2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs.	2018-2019			Centralized support
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 Together 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	2018-2019			Centralized support
2.4 ASSESSMENT. Students taking the CAASPP who scored in the "Did not Meet" or "Nearly Met" areas of English Language Arts and math will be offered a ELA /Math intervention class after school. Benchmark/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.	2018-2019	Intervention Staff (extra pay) Intervention Aides	10711.3 See Goal #1- 2.5	Title I Title I
2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners and students who scored in the "Did Not Meet" or "Nearly Met" areas on district/state assessments as budget allows.	2018-2019			Centralized support

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.	2018-2019			
2.7 MATERIALS. Staff will use the site's identified intervention programs and additional support materials including technology to provide access to CCSS and prepare students for the CAASPP.	2018-2019	Lexia Learning	9,900.00	Title I
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, and 8 to high school). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free and Appropriate Public Education in the new setting.	2018-2019			
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 generated 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.	2018-2019			
3.3 REGULAR EDUCATION. Students will receive intervention through small group instruction with the support of an aide. General education program will use the district adopted core curriculum and other CCSS aligned support materials.	2018-2019			
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.	2018-2019			Centralized support
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.	2018-2019			Centralized support
3.6 STAFFING. Highly qualified staff with the appropriate support staff will 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.	2018-2019	Website		Centralized support
4.0 All students including low income (Title 1), English learners, Foster Youth and children of Military Families are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the 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
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, EI, Foster Youth, and other state identified subgroups.)	2018-2019	School City		Centralized Services
4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Accelerated Reader, RTI interventionists, Lexia Learning	2018-2019	Accelerated Reader Program	6,907.33	Title I
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.	2018-2019	Technology	See Goal #2- 1.1	Title I
4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups specifically Foster Youth.	2018-2019	Professional Development Substitutes		Centralized Support
5.0 ENGLISH LEARNERS. English learners make progress towards attaining proficiency or better in English annually (which will improve their abilities to meet the demands of college and the workforce).				
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 during Designated ELD time. The district adopted ELD program and or expository resources will be used to deliver instruction using GLAD strategies when applicable throughout the instructional day.	2018-2019	ELD Materials Professional Development		Centralized Support
5.2 ASSESSMENT. ELPAC will be used annually to measure growth towards English Proficiency. District data will be disaggregated to monitor English and academic proficiencies.	2018-2019	Grade level meetings		Centralized Support
5.3 STAFFING. All staff will be BCLAD/CLAD certified and receive current training on research based effective teaching strategies for EIs such as Marzano, SDAIE/GLAD, etc.	2018-2019	Professional Development		Centralized Support
5.4 ANNUAL GROWTH. English learners who have not made annual growth in their English acquisition skills based on review of annual ELPAC scores, may be identified for ELD intervention and or summer school as funding becomes available.	2018-2019	Intervention Summer School Staff		Centralized support
6.0 Monitoring Program Effectiveness				
6.1 MONITORING: A system will be in place for monitoring the implementation and effectiveness of CCSS, technological resources, assessments, and needs of the identified sub groups.	2018-2019	Substitutes for Trimester Reveiws	See Goal #1- 1.3	Title I

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #3:	
Provide professional development opportunities for staff to develop professional efficacy, and 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) All 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: All 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 and District Benchmarks.	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 teachers will be trained on Common Core State Standards and 21st Century learning strategies. <ul style="list-style-type: none"> Critical Thinking Skills/ Problem Solving Skills Project Based Learning Integrated Content Based Learning Across Curriculum Accountable talk 	2018-2019	Instructional Coach	See Goal #1-1.11	Centralized Service/Title I
1.2 MATH - All teachers will have the opportunity to receive ongoing training in the district adopted Go Math program. <ul style="list-style-type: none"> Instructional Coach will be available for teacher instruction on implementing the Think Central component of Go Math. Staff members will receive training on various mathematical concepts: 5 E's of lesson design, CCSS Mathematical Practices and strategies. 	2018-2019	Instructional Coach	See Goal #1-1.11	Centralized Service/Title I

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. <ul style="list-style-type: none"> • 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 and Beyond program • Teachers will receive ongoing support/training in Thinking Maps • K-1 and SPED teachers will be provided with a Handwriting Program 	2018-2019	Instructional Coach	See Goal #1- 1.11	Centralized Service/Title I
1.4 COLLABORATION: Teachers will meet monthly to collaborate on core curricular needs and to discuss Best Practices. <ul style="list-style-type: none"> • Monthly grade level meeting • Monthly special education/Gen. Ed communication • Committee meetings: Curriculum, Wellness, Technology, Evaluation 	2018-2019	Instructional Coach PDAR Grade Level Meetings		Centralized Service/Title I
1.5 COACHING: Teachers will be provided with ongoing access to coaching support including, but not limited to: <ul style="list-style-type: none"> • Co-plan/Co-teach • Demo Lessons • Lesson Study • Observation/Feedback 	2018-2019	Instructional Coach		Centralized Service/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. T	2018-2019	Technology Department		Centralized support

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 provide 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: Schools will use data from curriculum based assessments, District Benchmarks and Synced Solutions to drive professional development goals and support students in meeting goals in English Language Arts and Mathematics.
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: Disaggregated data by ethnicity and subgroup, SchoolCity Data, District Benchmark data, ELPAC data, English Language Arts, Writing and Mathematics Assessments.

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. 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/Twitter messages, aeries.net, school website and social media, parent surveys, and community partnerships.	2018-2019	Blackboard license, Aeries, school website license.	Centralized services	District LCFF
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	Within district and out of district conferences	Centralized services	District LCFF
1.3 Provide child care, translation, incentives, prizes, and rewards to encourage parent/community member participation in ongoing events.	2018-2019	Child care, translation services, incentives, prizes, and rewards	See Goal #1- 1.13, 1.14 and 1.15	Title I
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	Child care costs	See Goal #1- 1.13	Title I Parent Involvement
1.5 Appropriately constituted parent advisory committees (School Site Council) serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and review program effectiveness.	2018-2019	Duplicating costs		General fund

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
1.6 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.	2018-2019	Blackboard program Class Dojo Facebook Instagram	Centralized services No Cost No Cost No Cost	District LCFF
1.7 School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website.	2018-2019	School website	Centralized services	District LCFF
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	Duplicating costs		General fund
1.9 Parents will receive weekly communications via student communication folders	2018-2019	Duplicating cost		General fund
2.0 Provide families with support through the school liaison to assist with volunteer process, provide translation, provide training for parents, facilitate meetings to assist in positive school attendance.	2018-2019	Community Liaison salary		General fund

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 students including Foster Youth , Children of Military families, Special Needs, English Learners, socio-economically dis-advantaged, and Homeless and Foster Youth	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
All students will learn from a highly qualified staff member within the school environment.	2018-2019	Salaries for staff and for staff development	Cost for salaries and professional development	Centralized district budgets and school site budgets
All students including Foster Youth , Children of Military families, Special Needs, English Learners, socio-economically dis-advantaged, and Homeless and Foster Youth will have equal access to the school's entire educational program.	2018-2019	Salaries for staff costs and for funds and resources for various educational programs	Cost for salaries and for resources and various educational programs	Centralized district budgets and school site budgets
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	Cost and for instructional materials and supplies	Cost for materials and supplies	Centralized district budgets and school site budgets
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	Salary for library clerk	library clerk salary and benefits	Centralized district budgets
The school provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The Olweus program, the PBIS program, and partnerships with SPIRITT 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	Costs of materials, supplies, and training for our various programs.		Centralized district budgets and school site budgets

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
The school complies with Williams requirements for school cleanliness and orderliness.	2018-2019	Salary for school and district custodians and maintenance personnel	Costs of school and district custodians and maintenance personnel salaries	Centralized district budgets
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 enrichment and activities.	2018-2019	The cost of the THINK Together program		ACES Grant
Provide opportunities for volunteers, content experts, and consultants to enhance students' 21st Century Skills	2018-2019			

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	58	70		58	70		58	70		100	100	
Grade 4	91	58		90	57		90	57		98.9	98.3	
Grade 5	68	89		66	87		66	87		97.1	97.8	
Grade 6	65	67		64	67		64	67		98.5	100	
All Grades	282	284		278	281		278	281		98.6	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	2337.1	2339.1		2	4.29		9	4.29		21	20.00		69	71.43	
Grade 4	2397.6	2397.1		6	1.75		9	19.30		21	17.54		64	61.40	
Grade 5	2428.3	2455.6		3	5.75		15	28.74		26	14.94		56	50.57	
Grade 6	2487.6	2450.4		8	1.49		33	16.42		19	35.82		41	46.27	
All Grades	N/A	N/A	N/A	5	3.56		16	17.79		22	21.71		58	56.94	

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	2	4.29		28	34.29		71	61.43				
Grade 4	4	3.51		43	40.35		52	56.14				
Grade 5	6	10.34		35	41.38		59	48.28				
Grade 6	9	4.48		44	32.84		47	62.69				
All Grades	5	6.05		38	37.37		56	56.58				

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	2	4.29		33	27.14		66	68.57	
Grade 4	8	8.77		41	49.12		51	42.11	
Grade 5	5	13.79		39	45.98		56	40.23	
Grade 6	16	4.48		38	47.76		47	47.76	
All Grades	8	8.19		38	42.35		54	49.47	

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	10	1.43		52	55.71		38	42.86	
Grade 4	4	1.75		63	42.11		32	56.14	
Grade 5	5	10.34		59	59.77		36	29.89	
Grade 6	5	5.97		72	55.22		23	38.81	
All Grades	6	5.34		62	54.09		32	40.57	

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	2	2.86		40	32.86		59	64.29	
Grade 4	3	5.26		52	56.14		44	38.60	
Grade 5	9	13.79		58	40.23		33	45.98	
Grade 6	14	8.96		63	47.76		23	43.28	
All Grades	7	8.19		53	43.42		40	48.40	

Conclusions based on this data:

1. Based on data student need to be exposed to more non fictional text.
2. Based on data students have not mastered Early Literacy Skills including phonemic awareness, decoding and fluency. An emphasis needs to be on whole group first instruction and/or early intervention.
3. Based on the data we need to assist teacher in providing instruction to 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	58	70		58	70		58	70		100	100	
Grade 4	91	58		90	57		90	57		98.9	98.3	
Grade 5	68	89		66	87		66	87		97.1	97.8	
Grade 6	64	67		63	67		63	67		98.4	100	
All Grades	281	284		277	281		277	281		98.6	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	2365.0	2352.2		2	0.00		12	15.71		29	24.29		57	60.00	
Grade 4	2405.8	2410.1		1	5.26		8	15.79		33	24.56		58	54.39	
Grade 5	2433.3	2440.7		3	2.30		12	9.20		20	31.03		65	57.47	
Grade 6	2461.8	2424.7		3	0.00		13	16.42		37	14.93		48	68.66	
All Grades	N/A	N/A	N/A	2	1.78		11	13.88		30	24.20		57	60.14	

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	7	5.71		29	27.14		64	67.14	
Grade 4	3	10.53		19	22.81		78	66.67	
Grade 5	8	6.90		20	26.44		73	66.67	
Grade 6	5	1.49		35	20.90		60	77.61	
All Grades	5	6.05		25	24.56		70	69.40	

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	3	5.71		43	28.57		53	65.71	
Grade 4	2	7.02		46	35.09		52	57.89	
Grade 5	2	2.30		29	35.63		70	62.07	
Grade 6	6	1.49		37	35.82		57	62.69	
All Grades	3	3.91		39	33.81		58	62.28	

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	5	1.43		45	44.29		50	54.29	
Grade 4	3	8.77		33	31.58		63	59.65	
Grade 5	3	0.00		30	43.68		67	56.32	
Grade 6	5	5.97		44	29.85		51	64.18	
All Grades	4	3.56		38	38.08		58	58.36	

Conclusions based on this data:

1. Based on data students need support in solving real world mathematical problems similar to the CAASPP performance task.
2. Based on the data, students and teachers need support with mathematical practices.
3. Based on the data and teacher input students need to improve in Claim 2 (Problem solving)

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					50			25			25				
1	2			20	18		41	50		22	21		16	11	
2		2		19	24		35	41		33	17		13	17	
3	10			15	15		44	43		24	25		7	17	
4	7			22	35		45	53		15	6		11	6	
5	14	8		38	42		36	29		5	15		7	6	
6	12	6		12	29		46	38		19	15		12	12	
Total	7	3		21	28		41	41		20	17		11	12	

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)		5	0
English Learner Progress (1-12)		1	1
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. In ELA teachers will focus on ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. Be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will participate in 30 minutes of designated ELD instruction with integrated ELD during the school day.

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	*
American Indian or Alaskan Native	1	1	*
Filipino	1	1	*
Hispanic or Latino	526	40	7.6
Did not Report	1	1	*
Pacific Islander	1	1	*
White	1	1	*
Male	278	22	7.9
Female	268	21	7.8
English Learners	306	22	7.2
Students with Disabilities	76	7	9.2
Socioeconomically Disadvantaged	514	40	7.8
Foster	1	1	*
Homeless	59	9	15.3
Kindergarten	84	13	15.5
Grades 1-3	228	14	6.1
Grades 4-6	234	16	6.8
Grades K-8	546	43	7.9
Total	546	43	7.9

Conclusions based on this data:


1. Parent Liaison will increase knowledge of attendance procedures.
2. School will send out monthly absent notes
3. School principal will refer parents to SARB meeting

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		546	Low 0.7%	Declined -0.3%

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		546	Low 0.7%	Declined -0.3%
English Learners		306	Very Low 0.3%	Declined -0.6%
Foster Youth		9	*	*
Homeless		59	Medium 1.7%	Declined -0.7%
Socioeconomically Disadvantaged		514	Low 0.8%	Declined -0.3%
Students with Disabilities		76	Very Low 0%	Declined Significantly -2%
African American		4	*	*
American Indian		1	*	*
Filipino		5	*	*
Hispanic		526	Low 0.8%	Declined -0.3%
Pacific Islander		3	*	*
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 will continue with the current behavior system.
2. Continue to provide interventions before students are sent to Principal's office

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		274	Low 60.6%	Maintained -0.2%

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)		Very Low 0.3%	Declined -0.6%
English Learner Progress (1-12)		Low 60.6%	Maintained -0.2%
English Language Arts (3-8)		Very Low 75.7 points below level 3	Maintained +1.8 points
Mathematics (3-8)		Very Low 96.2 points below level 3	Declined -8.5 points

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

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

Conclusions based on this data:

1. In ELA teachers will focus on building reading skills of all students by increasing student reading levels measured by fluency and Accelerated Reader scores.
2. In ELA teachers will focus on the RACE strategy to have students appropriately respond to answers.
3. In math teachers will focus on basic math skills and building math fluency. Work on the mathematical practices.

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)		271	Very Low 71.5 points below level 3	Maintained -0.8 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		271	Very Low 71.5 points below level 3	Maintained -0.8 points
English Learners		193	Very Low 75.7 points below level 3	Maintained +1.8 points
Homeless		24	Low 56.5 points below level 3	Increased Significantly +16.6 points
Socioeconomically Disadvantaged		259	Very Low 73.1 points below level 3	Maintained -1.9 points
Students with Disabilities		45	Very Low 139.3 points below level 3	Maintained -0.4 points
Filipino		2	*	*
Hispanic		267	Very Low 72.8 points below level 3	Maintained -0.5 points
White		2	*	*

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	48	Medium 8.1 points above level 3	Increased Significantly +15.5 points
EL - English Learner Only	145	Very Low 103.5 points below level 3	Increased +10.5 points
English Only	75	Low 61.7 points below level 3	Maintained -0.1 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. Students who are being reclassified are out performing English Only students. This may attribute to increased ELA instruction during English Language Development time.
2. Students with disabilities need to continue to receive additional support either through RTI or after school interventions.
3. Our English Only students need to increase reading fluency and reading levels.

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)		271	Low 93.2 points below level 3	Declined -10.9 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		271	Low 93.2 points below level 3	Declined -10.9 points
English Learners		193	Very Low 96.2 points below level 3	Declined -8.5 points
Homeless		24	Very Low 100.3 points below level 3	Maintained +0.4 points
Socioeconomically Disadvantaged		259	Low 93.8 points below level 3	Declined -11.3 points
Students with Disabilities		45	Very Low 150.6 points below level 3	Declined -10.6 points
Filipino		2	*	*
Hispanic		267	Low 94.2 points below level 3	Declined -10.3 points
White		2	*	*

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	48	Low 31 points below level 3	Increased +5 points
EL - English Learner Only	145	Very Low 117.8 points below level 3	Declined -3.1 points
English Only	75	Low 85 points below level 3	Declined -10.9 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. All students will focus on mathematical practices.
2. After school intervention will focus on math in the year to come.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	60.8%	60.6%

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	70.7 points below level 3	71.5 points below level 3
Mathematics	82.4 points below level 3	93.2 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. Students and teachers need to have data conferences to discuss results from IAB's and other assessments to monitor progress.
2. Provide intervention during the school day to focus on English Language Arts where students will receive instruction at their specific level of ELA.
3. Focus on mathematical foundations and practices.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.1% (6)	0.7% (4)

Conclusions based on this data:

1. Continue with Positive Behavioral Interventions and Support program.
2. Continue with school behavior management support system

School and Student Performance Data

Student Group Report

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

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	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. All students need to improve English Language Arts skills in all sub-groups
2. An increased focus on ELA skills for our English Learners and students with disabilities

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)

Smarter Balanced Assessment Consortium, California Alternate Assessment and California Science Test
District benchmarks
Publisher made assessments

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

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

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.

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

All school-wide professional development at Loma Vista is aligned to the goals of the SPSA. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

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 a site based instructional coach.

8. Teacher collaboration by grade level (EPC)

All Loma Vista teachers participate in grade-level collaboration at the school site. Teachers participate in district level meetings once per trimester. (EPC)

Teaching and Learning

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

All local-adopted curricula are standards- aligned by the State Board of Education. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content standards, especially those aligned with Common Core State Standards. This is done through faculty meetings and staff training 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)

The teachers of Loma Vista have received and been trained in the use of the district-wide pacing calendars as posted on the district website. All lessons are taught within the appropriate time-frame for each chapter and unit of study and directly aligned to the essential and key standards targeted by the pacing calendars and grade-level team decisions.(EPC)

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

SBE materials are available to all students as per the Williams' Act.

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

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)

Underperforming Students are given small group (RTI intervention aides) or individual attention and support in order for student to gain mastery of standards.

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

All efforts to increase student achievement are researched based.

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

After School intervention courses. All students have subscriptions to a language arts computer program Lexia learning as intervention. All grades will participate in in-school intervention block. THINK Together support reaches all grades. Our after school program, THINK together is accessible by students at all grade levels.

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

In the late spring, Options Headstart teachers and their students visit the Loma Vista kindergarten classrooms to acquaint the incoming kindergarten students with our program. In the summer, the incoming kindergarten students are invited to tour the school and classrooms. They are also screened by the kinder teachers to better prepare their instruction.

Involvement

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

The following resources are available at Loma Vista School: School Compact, Interagency Council Services such as Operation School Bell, vision assistance from the Lions' Club, THINK Together after school program (ASES grant), After school tutoring in ELA and Math, District provided school psychologist services three days per week, The SST process, At-Risk articulation meeting with the principal.

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

The efforts to increase parental involvement at Loma Vista: Title I Parent Information Night, Family Sight Word Night, Open House/Back to School Night, Harvest Festival, Coffee with the Principal, GMS Avid Recruiting.

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)

Parents are encouraged to join school and district advisory committees to give input and suggestions for the Title I program. Title I parents are encouraged to join SSC, ELAC, DELAC/DAC and LCAP committees.

Funding

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

Before and after school Intervention classes are ongoing.

22. Fiscal support (EPC)

See budget pages

Appendix C - School Budget

LCFF		<u>Total Budget</u>
		60,000.00
<u>Expenditures:</u>	<u>Object Code (use drop-down menu)</u>	<u>PO or PPR amount</u>
Instructional Aides with Benefits	▼	45,963.00
Sheril Tolentino-Art	1170 - Teacher Extra Pay ▼	1,209.30
Kinder Teachers- readiness testing	1170 - Teacher Extra Pay ▼	2,612.09
Leadership Team	1170 - Teacher Extra Pay ▼	3,627.90
Terri Gutierrez- Peer Mediator	1170 - Teacher Extra Pay ▼	725.58
Gopher Recess Equipment	4310 - Materials & Supplies ▼	900.73
Subs for Meetings	1160 - Sub Teacher ▼	5,441.85
Graphic Encounters	4310 - Materials & Supplies ▼	495.68
CDW Chromebook cart	4340 - Computer Software & Related ▼	1,998.70
Class Wallet CGI books	4210 - Books & Other Reference Materials ▼	700.00
	▼	
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Budget Balance as of today		(3,674.83)

Appendix D - Title I Allocations

Title I - Con App Instructional Coaches		Total Budget
		27,663.00
<u>Expenditures:</u>	<u>Object Code (use drop-down menu)</u>	<u>PO or PPR amount</u>
Coaches:		
Salary & Benefits		
Budget Balance as of today		27,663.00

Title I		Total Budget
		38,885.00
<u>Expenditures:</u>	<u>Object Code (use drop-down menu)</u>	<u>PO or PPR amount</u>
After School Intervention	1170 - Teacher Extra Pay	6,094.87
After School Intervention	1170 - Teacher Extra Pay	2,418.60
Parent Education- Sight Word Bingo Night	1170 - Teacher Extra Pay	1,112.55
After School Lexia for Primary	2270 - Classified Extra Pay	609.05
Behavior Support Debra	2270 - Classified Extra Pay	1,588.78
Renaissance Learning	4340 - Computer Software & Related	6,907.33
CDW chromebooks only	4340 - Computer Software & Related	17,020.50
CDW 15 Chromebooks for RSP	4340 - Computer Software & Related	3,712.20
Budget Balance as of today		(578.88)

Title I - Parent Involvement		Total Budget
		1,502.00
<u>Expenditures:</u>	<u>Object Code (use drop-down menu)</u>	<u>PO or PPR amount</u>
Translators	2270 - Classified Extra Pay	1,344.69
Child Care	2970 - Noon/Breakfast Duty Extra Pay	113.48
Budget Balance as of today		43.83

Appendix E - Recommendations and Assurances (Loma Vista 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

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

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

School Site Council

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: 5/2/2018

Attested:

Kristine Carreon

Typed Name of School Principal

Signature of School Principal

Date

Mark Fuentes

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
- Take my Loma Vista Wednesday envelope home to my parent(s) every Wednesday and return on Thursday with their signature
- Take my folder to school every day
- Return completed homework on time
- Be responsible for my own behavior

I agree to read 20 to 30 minutes daily

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 at school on time each day
- Encourage my child to complete his/her homework
- Review all school communications and return the Loma Vista Wednesday envelope signed on Thursdays
- 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 grade level skills and content
- Strive to address the individual needs of the child
- Communicate with you regarding your child's progress
- Provide a safe, positive, and healthy learning environment for your child.
- Correct and return appropriate work in a timely manner
- Communicate homework and class work expectations.

Appendix G - School Site Council Membership: Loma Vista 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
Kristine Carreon	X				
Mark Fuentes		X			
Myrna Sanpascual		X			
Michelle Bourret		X			
Sylvia Ornelas			X		
Yesenia Aviles				X	
Bibiana Alaniz				X	
Liliana Magallanes				X	
Brenda Guerra				X	
Guillermina Hernandez				X	
Numbers of members of each category	1	3		4	

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