

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2018-2019



Lord Baden-Powell School

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The District Board of Trustees approved this SPSA on December 13, 2018.

Magnolia School District ♦ 2705 West Orange Avenue, Anaheim, CA 92804 ♦ www.magnoliasd.org

MISSION STATEMENT

Baden-Powell School is a caring community of CAN DO learners, respecting each other and striving to make our world a better place.

SCHOOL PROFILE

Baden-Powell School currently serves approximately 574 students in grades PreK-6, including 60 preschool (age 3) to 6th grade students in special day severely disabled classes. The school is located in a neighborhood consisting of a range of dwellings: single family homes, apartments and residential motels. The socio-economic status of students is mixed and participants receiving free and reduced lunch are approximately 85%. Baden-Powell School provides breakfast and lunch to all of our students at no cost, as well as no cost supper to our students participating in the Anaheim Achieves after-school program. Our English Language Learner population is 56%. The majority of our population is Hispanic with smaller percentages of African American, Asian, Caucasian, Filipino, Middle Eastern and Pacific Islander. Most of our general education students live within walking distance to the school. Many of our students in the special education classes ride a bus to school from within our District or from neighboring districts within the Greater Anaheim Special Education Local Plan Area (GASELPA).

Instructional strategies are in place to help meet the needs of our diverse population, they include: Thinking Maps used across the curriculum, Write from the Beginning, teacher collaboration and data dialogues, flexible grouping of students, Explicit Direct Instruction (EDI), focused intervention time, cooperative learning groups, mainstreaming and integrated programs, including integration opportunities for our Special Day Class students. Teachers provide after-school and before-school support for students needing extra assistance with reading or math. We have an adopted ELA/ELD California Common Core Standards curriculum. Benchmark Advance provides a strong English Language Arts program to accompany our California Common Core Mathematics curriculum, Math Expressions. Teachers plan lessons that address the needs of their students. The Instructional Practices Coach (IPC) assists teachers in planning and implementation of excellent classroom instruction including intervention programs. Impact Teachers assist in providing small group instruction to students needing instructional intervention, primarily in i-Ready. Positive Behavioral Intervention and Supports (PBIS) has become the foundation of the school culture and climate at Baden-Powell School. The PBIS team, consisting of teachers, the Behavior Interventionist, school psychologists, and Principal, meets regularly to provide continuing support and to problem solve concerns that arise throughout the school year. Our three expectations are: Be responsible. Be safe. Care. We recognize students for meeting the expectations and work to focus on the positive. All students in grades 4-6 receive weekly instruction in choral and instrumental music. Advancement Via Individual Determination (AVID) is also part of the Baden-Powell culture. AVID has been implemented in all grades. The AVID program includes the following: students utilizing an agenda/planner throughout the day, using organizational tools throughout the day, employing note taking strategies, and engaging in inquiry opportunities woven throughout the day promoting a general college bound philosophy throughout the school. The entire campus is created to have a college going/career readiness culture. Every classroom identifies itself as a college or university and does a variety of spirit activities. All 3rd -6th graders visit a college or university campus during the year with their class. Technology plays a vital role as an intervention to improve literacy achievement at Baden-Powell School. Chromebooks have been purchased for every 1st - 6th grade classroom. We have a one-to-one student/device model. Tablets have been purchased and are used in each kindergarten classroom. Assistive technology has been purchased and is used by students with special needs. We utilize Accelerated Reader, a researched-based supplemental reading program for kindergarten through sixth grade students. After completing a placement assessment and determining each student's appropriate reading level, students receive a printout with a list of books appropriate to their individual reading ability. Each book is worth a designated amount of points based on difficulty. With this program implemented school-wide, we ensure that students are reading books that are appropriate to their ability, and we can determine if they comprehend what they are reading. Students in kindergarten through fifth grade also participate in a computer-based program Spatial Temporal (ST) Math. ST Math is produced by the MIND Institute and students spend 90 minutes per week learning math concepts using the computer. Monthly award assemblies are held to celebrate student successes; awards are given to one person in each class recognizing them as a Citizen of the Month for excellent behavior, and a Roadrunner Award recognizing them for achieving academic success. Students are also recognized for perfect attendance at these monthly award assemblies.

We've implemented Multi-Tiered System of Supports (MTSS) at Baden-Powell school-wide. We focus on providing every student with strong Tier I instruction utilizing research validated programs and proven effective strategies. Struggling learners and at-risk students receive intervention support and are closely monitored to determine if the intervention is appropriate and effective. Instruction is differentiated and intensified as necessary to support student needs. Baden-Powell School is a caring community of learners who respect each other and strive to make the world a better place. We teach and expect all students to be responsible, safe, and caring.

Anaheim Achieves, an after-school program, assists students with homework as well as provides enrichment activities including sports, cooking, crafts, drama, dance, etc. Anaheim Achieves is operated by the Anaheim Family YMCA in collaboration with the Magnolia School District and the City of Anaheim.

STUDENT ENROLLMENT BY RACE/ETHNICITY				
Ethnic Group	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Hispanic	71%	69%	70%	71%
American Indian/Alaskan Native	<1%	1%	1%	1%
Asian	10%	11%	8%	9%
Black/African American	5%	4%	3%	3%
Pacific Islander	1%	2%	2%	1%
White	9%	10%	12%	11%
Multi-Racial	3%	5%	1%	1%
Declined to State	1%	0%	0%	0%

FOUR-YEAR ENROLLMENT BY GRADE LEVEL				
Grade Level	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Kindergarten	142	128	129	98
Grade 1	83	84	86	76
Grade 2	106	80	81	73
Grade 3	108	103	79	75
Grade 4	84	98	95	70
Grade 5	118	82	100	91
Grade 6	93	112	90	92

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results that will raise the academic performance of all students to the level of state achievement standards. California Education Code and the Federal Elementary and Secondary Education Act (ESEA) requires each school to consolidate all school plans related to state and federal funding.

The Single Plan for Student Achievement (SPSA) is aligned with the district's Local Control and Accountability Plan (LCAP) which addresses key compliance issues (state and federal) such as those listed below:

- Use of state and local assessments to:
 - ✓ modify instruction and improve student achievement
 - ✓ monitor student progress on curriculum-embedded assessments
- Sufficiency of teacher professional development and alignment of staff development to content standards, assessed student performance, and professional needs.
- Ongoing instructional support for teachers (e.g., use of content experts and instructional coaches.)
- Teacher collaboration activities.
- Alignment of curriculum, instruction, and materials to content, performance standards, and the Common Core State Standards.
- Research-based educational practices to raise student achievement at the school.
- Availability of standards-based instructional materials appropriate to all student groups.
- Use of SBE-adopted and standards-aligned instructional materials, including intervention materials.
- Services provided by the regular program that enable underperforming students to meet standards.
- Sufficient intervention opportunities.
- Services provided by categorical funds that enable underperforming students to meet standards.
- Resources available from the family, school, district, and community to assist underachieving students.
- Involvement of parents, community representatives, classroom teachers, other school personnel, and students, in the planning, implementation, and evaluation processes.

REVIEW OF PERFORMANCE

Based on a comprehensive review of student performance data, including: state rubrics and assessments, local assessments, attendance reports, disciplinary data, stakeholder input, and other pertinent information, what progress is the school site most proud of and how does the school plan to build upon that success? This may include identifying any specific examples of how increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Results from the Smarter Balanced Assessment Data reveal the following:

Baden-Powell students who met or exceeded standards in Mathematics increased 5% from 37-42%. This includes increases in all subgroups, including 11% growth in the Students With Disabilities subgroup.

3rd and 4th grade students at Baden-Powell decreased their distance from Level 3 between 2016-17 and 2017-18, 2 points and 17 points respectively.

Baden-Powell was within 5% and 3% of the district average in English Language Arts and Mathematics respectively.

5th grade students met or exceeded standards at the district average of 50% in ELA.

6th grade students met or exceeded standards 3 points above the district average at 57% in ELA and 8 points above the district average at 49% in Mathematics.

Based on a comprehensive review of student performance data, including: state rubrics and assessments, local assessments, attendance reports, disciplinary data, stakeholder input, and other pertinent information, identify areas for which overall performance needs improvement? What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

English Language Arts-

Overall, 53% of students did not meet standards in English Language Arts (ELA). Upon an analysis of our subgroup data, we identified our Hispanic, Students With Disabilities and English Learners all did not meet standards.

Mathematics-

Overall, 58% of students did not meet standards in Mathematics. Similarly to ELA, our subgroups did not meet standards in Math.

To address the needs in English Language Arts, grade levels are meeting during data dialogues to plan Benchmark instruction that strategically incorporates writing into reading lessons so they won't be taught in isolation. Teachers will also have access to a half-day planning day with the IPC to design units of study based on the standards, assessments, and our high-impact practices. The teachers will continue to refine their teaching practice through modeling the writing genre using Write from the Beginning (WFTB) strategies and having the students complete their writing with WFTB mapping strategies, oral rehearsal, and taking the writing off the map for full writes.

To address the needs in English Language Arts and Mathematics, teachers are including the following instructional practices daily: Thinking Maps, Structured Language Practice Strategies (SLPS), Explicit Direct Instruction (EDI), and Checking for Understanding (CFU). Teachers calling on non-volunteers, Stand and Deliver, and Think-Pair-Share/Collaborative groups are school-wide expectations. All students will participate in

intervention using i-Ready, a District adopted supplementary program, providing students with (4)30 minute sessions, including both online and teacher guided, small group instruction. Teachers and Impact Teachers (under the guidance of the Instructional Practices Coach), will work together creating instructional groups based on the individual needs of each student. Finally, our Instructional Practices Coach will provide professional development for teachers, as needed.

Based on a comprehensive review of student performance data, including: state rubrics and assessments, local assessments, attendance reports, disciplinary data, stakeholder input, and other pertinent information, identify performance gaps, including any student groups, and the steps the school is planning to take to address these performance gaps.

PERFORMANCE GAPS

Based on the results of our SBAC subgroup data, the largest performance gap is found with our Hispanic and Students With Disabilities (SWD) subgroups. In English Language Arts, 41% of our Hispanic students met or exceeded standard and 37% met or exceeded standard in Mathematics. In our SWD subgroup, 14% met or exceeded standards in ELA and 18% met or exceeded standards in Math.

To address this performance gap, students will participate in a 30-minute block of Designated English Language Development on a daily basis. Staff will analyze ELPAC data and know students' language levels in order to guide planning and instruction. Students placed in groups based on language ability will be monitored closely to ensure their ongoing progress. In addition, teachers will implement Integrated English Language Development strategies throughout the delivery of their core lessons to support student achievement. These research-based strategies being utilized include, but are not limited to:

- Structured Language Practice Strategies (SLPS)
- Thinking Maps
- Write from the Beginning
- Mathematical Explicit Problem Solving Charts
- Sentence Frames
- Think/Pair/Share and Collaborative Group Work
- Calling on Non-Volunteers, Checking for Understanding, student accountability

Identify the two to three most significant ways that the school will increase and improve services for Socio-economically Disadvantaged Students, English Learners, and Students with Disabilities.

INCREASED OR IMPROVED SERVICES

Baden-Powell will increase and improve services for Socio-Economically Disadvantaged Students, English Learners, and Students With Disabilities through:

- Implementation of Thinking Maps and Write from the Beginning strategies
- Implementation of Explicit Direct Instruction throughout Tier 1 instruction as well as the following Lesson Norms: calling on non-volunteers, think-pair-share, collaboration, etc.
- Intensifying Tier II, in-class interventions with group size, duration and frequency
- Reorganizing and reverse mapping content in both Benchmark Advance and Math Expressions to align instructional practices
- Analyzing data to align instructional materials and best practices to promote equitable access to the CA State Standards for all students

Our Instructional Practices Coach will provide professional development to support the implementation of these strategies, as needed. In addition, Baden-Powell School will seek and utilize the support of the District Educational Services Department, when needed, for our professional development. Professional development for the Baden-Powell staff will occur frequently throughout the year on School and District Thursdays, at staff meetings, and in our grade level dialogues.

ANNUAL EVALUATION

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for the Single Plan for Student Achievement (SPSA). During a FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

PLAN IMPLEMENTATION, INVOLVEMENT, GOVERNANCE, STRATEGIES, AND ACTIVITIES

Identify strategies in the current SPSA that were fully implemented as described in the plan. What impact did they have on student outcomes?

IPC led the review of formative assessment data with teachers and then created intervention plans and designated groups. The Impact Teachers provided direct instruction small group intervention based on the data.

The Response to Intervention (RtI) process was implemented throughout the process as described in the plan. This process created intervention groups and ensured that targeted, small group instruction was implemented and student academic progress was monitored simultaneously.

The Positive Behavioral Intervention and Supports (PBIS) were also implemented throughout the process as described in the plan. The school-wide implementation of this program created a caring community of learners who respected each other by ensuring that all staff members adhered to this system-wide approach.

The technology infrastructure, equipment, and professional development was fully installed/implemented as planned, and included: SMART Board technology in Pre-K through Grade 6, tablets for Kindergarten, 1:1 Chromebooks in Grades 1-6, and several academic software programs to support the technology and classroom learning. These have had a major impact on student learning and access to academic resources.

The Arts & PE programs were fully implemented in the plan. A master schedule was created so that all students had equitable access to the arts & physical education.

The Advancement Via Individual Determination (AVID) program was implemented with all classes. Student outcomes from this implementation, included: awareness of being college-bound/ready, established college "spirit", and committing to a monthly college day where students and staff wore college gear. AVID strategies, such as note taking and binder organization, were implemented in grades 4-6.

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines. What impact did this have on student outcomes?

Last year BP attempted to decrease chronic absenteeism and increase attendance rates. Incentives and attendance focus was not adequate. This is shown in the attendance rates at the end of the year.

Describe the involvement of key stakeholders in the development, implementation, and monitoring of the Single Plan for Student Achievement.

School Site Council was involved in the review of Single Site Plan for Student Achievement (SPSA) in the original review and approval, adjusting it during the year and for this final evaluation.

Goal 1: All Magnolia School District facilities will be safe, clean, and energy efficient, with modern communication and data systems to ensure optimal 21st Century learning environments.

Met Partially Met Not Met

Data Reviewed:

Facilities Inspection Tool Survey
Williams Report
School Accountability Report Card (SARC)

Findings:

School site is safe and clean for students, meeting District standards. Technology needs were met onsite and by District technology support team. Updated Emergency Evacuation Maps and Williams classroom notices were strategically posted in each classroom.

Goal 2: All Magnolia School District sites will engage in a rich, 21st century educational program that includes access to high quality curriculum, highly qualified teachers, access to technology for learning, and a broad course of study that lays a strong foundation for college and career readiness.

Met Partially Met Not Met

Data Reviewed:

School Accountability Report Card (SARC)
EADMS Reports
Physical Fitness Test
Technology Inventory
Physical Education Schedules and Reports
Williams Report

Findings:

The District monitored teacher credentials. Teachers were given access to Common Core State Standards adopted materials. Class sizes were within guidelines. Professional development was implemented as planned. Repairs and replacement of student devices completed as needed. Classroom technology goals were met this school year. All students, by grade level, participated in the Arts Program. District PE program was fully implemented. Administration reviewed classroom schedules to ensure PE requirement minutes met.

Goal 3: All Magnolia School District students will develop high levels of English language and academic proficiency in grade level standards.

Met Partially Met Not Met

Data Reviewed:

CAASPP – ELA
CAASPP – Math
ELPAC

Findings:

The results from our CAASPP data indicate that students at Baden-Powell show slight declining results below the District average in English Language Arts in all subgroups. We will continue to monitor student academic achievement through data, both formal and informal, as available. During collaborative opportunities with academic data, teachers will be engaged in discussions focusing on developing lessons derived from standards based learning objectives that are rigorous and differentiated for success.

Goal 4: Magnolia School District will provide parents at every school site with opportunities to acquire skills, support their children, and engage with school staff in collaborative discussions and decision-making.

Met Partially Met Not Met

Data Reviewed:

Parent Involvement Meeting and Event Documents
School Calendar

Findings:

Baden Powell provides several opportunities for parents with workshops & informational sessions to acquire the skills that empower their families and children. These include, but are not limited to:

- Science night
- 2 AVID nights per year
- Family Math Festival
- Rosetta Stone
- "Caminata" Walking club
- Parent Room
- Math training
- ELAC meetings
- Spirit Rally Fridays

Multiple opportunities for parents to engage with school staff are regularly scheduled to establish a culture of collaborative discussions and decision-making that are in the best interest of the children at Baden-Powell.

- School Site Council
- Coffee with the Principal
- English Language Advisory Committee
- Parent Teacher Association

Goal 5: Magnolia School District will provide a strong system of supports to promote positive school climates that result in high levels of attendance and positive student engagement.

Met Partially Met Not Met

Data Reviewed:

Attendance Rates
Chronic Absentee Rates
School Discipline Incident Reports
Suspension Rates

Findings:

The attendance clerk and Principal proactively addressed attendance issues before they developed into further problems. In the case of chronic absenteeism or truancy, students were referred to the School Attendance and Review Board (SARB).

The PBIS team reviews discipline concerns and determines the appropriate interventions or supports that will help address the discipline issue. Also, the PBIS team and PAL organization work together to promote activities that will help prevent certain discipline or behavior challenges before they become chronic or a major concern.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare a LCAP, which describes how they intend to meet annual goals for all pupils in **eight** state priority areas:

CATEGORY A: Conditions of Learning

Basic Services

- Conditions of school buildings (safe and clean facilities)
- Student access to textbooks and materials

Academic Content

- Instruction and implementation of the Common Core State Standards for all students

Course Access

- Students are able to take classes in all required subjects

CATEGORY B: Pupil Outcomes

Pupil Achievement

- Number of students that are English proficient (Reclassification)
- CELDT Growth
- Student achievement as measured by performance on standardized tests

Pupil Outcomes

- Other indicators of student performance (Physical Education)

CATEGORY C: Engagement

Parent Involvement

- Efforts to include parents in schools and decision making

Pupil Engagement

- School attendance rates and chronic absenteeism

School Climate

- Discipline: suspension and expulsion rates

MAGNOLIA SCHOOL DISTRICT STRATEGIC GOALS

The Strategic Goals provide the essential framework required for the District to create a "roadmap" for a 3-year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

GOAL #1 - LCAP Priority 1

All Magnolia School District facilities will be safe, clean, and energy efficient, with modern communication and data systems to ensure optimal 21st Century learning environments.

- Maintenance of facilities
- Communications systems
- Technology infrastructure
- Safety equipment/supplies

Document/Data Source

Facilities Inspection Tool Survey
Williams Report
School Accountability Report Card (SARC)

Identified Need(s)

Baden-Powell School's facilities are all up to standards based on the District expectations. All custodial needs will be addressed through work orders, and the Principal will work with MOT should needs arise.

All communication systems are in place.

The District Technology Team and the Principal will work together to ensure all technology is up-to-date. Technology purchases will be made throughout the year to ensure that all of our students are learning in a 21st Century learning environment.

The emergency preparedness team will work closely with the Principal in order to maintain a safe school environment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Source	Amount
ACTION #1 The Principal will work with technology staff members and/or custodians to ensure that all classrooms are safe, clean, and connected with a quality phone system and internet lines.	July 1, 2018 – June 30, 2019	Principal Custodian Technology Department	N/A	N/A
ACTION #2 The Custodian will ensure that the school campus and grounds remain safe and clean including the school site parking lot.	July 1, 2018 – June 30, 2019	Principal Custodian	N/A	N/A
ACTION #3 Activity Duty assistants will provide cafeteria and playground supervision during lunchtime. Parking lot supervision will also be provided before and after-school.	July 1, 2018 – June 30, 2019	Principal Noon Duty Assistants	LCFF Supplemental	\$11,000

GOAL #2 - LCAP Priorities 1, 2, 4, 7, 8

All Magnolia School District sites will engage in a rich, 21st century educational program that includes access to high quality curriculum, highly qualified teachers, access to technology for learning, and a broad course of study that lays a strong foundation for college and career readiness.

- Highly qualified teachers
- Class size reduction
- Standards aligned instructional materials
- Professional development
- Monitoring tools and assessments
- Specialized physical education
- BTSA and PAR programs
- Music and Art experiences
- Outdoor Science School
- Classroom technology

Document/Data Source

School Accountability Report Card (SARC)
 EADMS Reports
 Physical Fitness Test
 Technology Inventory
 Physical Education Schedules and Reports
 Williams Report

Identified Need(s)

All teachers are highly qualified at Baden-Powell School for the 2017-2018 school year. Class sizes are monitored and are currently meeting the District guidelines. In order to improve physical fitness results, we will ensure that teachers are allocating 200 minutes of PE every 10 days. The Technology Department and the Principal will work together to monitor the technology inventory. Based on the technology inventory, the Principal will make additional purchases as needed.

PHYSICAL FITNESS TEST RESULTS

Percentage of students in the Healthy Range

Fitness Areas	Grade 4		Grade 5		Grade 6	
	2016 - 2017	2017 - 2018	2016 - 2017	2017 - 2018	2016 - 2017	2017 - 2018
Aerobic Capacity	N/A	N/A	47%	54%	N/A	N/A
Body Composition	N/A	N/A	56%	49%	N/A	N/A
Abdominal Strength	86%	N/A	84%	66%	28%	N/A
Trunk Extension	84%	N/A	69%	83%	63%	N/A
Upper Body Strength	48%	N/A	54%	46%	33%	N/A
Flexibility	65%	N/A	68%	86%	50%	N/A

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Source	Amount
ACTION #1 The Principal will work with teachers to ensure that all students have CCSS aligned materials in Math, ELA, and ELD.	July 1, 2018 – June 30, 2019	Principals Teachers IPC	District Funded	N/A
ACTION #2 Certificated staff members will participate in ongoing professional development to improve their students' academic achievement. Professional development will take place during School Thursdays and Instructional Dialogues.	July 1, 2018 – June 30, 2019	Principals Teachers IPC	LCFF Supplemental	\$5,000
ACTION #3 Students will have access to their devices throughout the instructional day for assessment purposes as well as instruction. Rosetta Stone licenses will also be provided.	July 1, 2018 – June 30, 2019	Principals Teachers IPC	District Funded	N/A
ACTION #4 Kindergarten through fifth grade students will utilize the ST Math program to provide comprehensible input of grade level math concepts.	July 1, 2018 – June 30, 2019	Principals Teachers IPC	LCFF Supplemental	\$4,000
ACTION #5 The Principal will work with the Technology Department to assess the technological needs of the school and to purchase replacement technology as needed (i.e. SMART Board bulbs, Chromebooks, tablets, mice, keyboards, toner, headphones, etc.)	July 1, 2018 – June 30, 2019	Principals Technology Department	LCFF Supplemental	\$4,500
ACTION #6 Teachers will ensure that students receive structured physical education instruction for 200 minutes every 10 days.	July 1, 2018 – June 30, 2019	Principal Teachers	N/A	N/A
ACTION #7 The Principal and teachers will maintain a sufficient supply of physical education materials to support the physical fitness program.	July 1, 2018 – June 30, 2019	Principal Teachers	LCFF Supplemental	\$2,500

GOAL #3 - LCAP Priorities 2, 8

All Magnolia School District students will develop high levels of English language and academic proficiency in grade level standards.

- Professional development
- Instructional Practices Coaches
- AVID
- After school and summer intervention and targeted programs
- Multi-Tiered System of Supports
- Instructional dialogues
- Supplemental materials and programs to support at-risk students
- English Learner supplemental materials and site resources

Document/Data Source

CAASPP – ELA
CAASPP – Math
CELDT and ELPAC

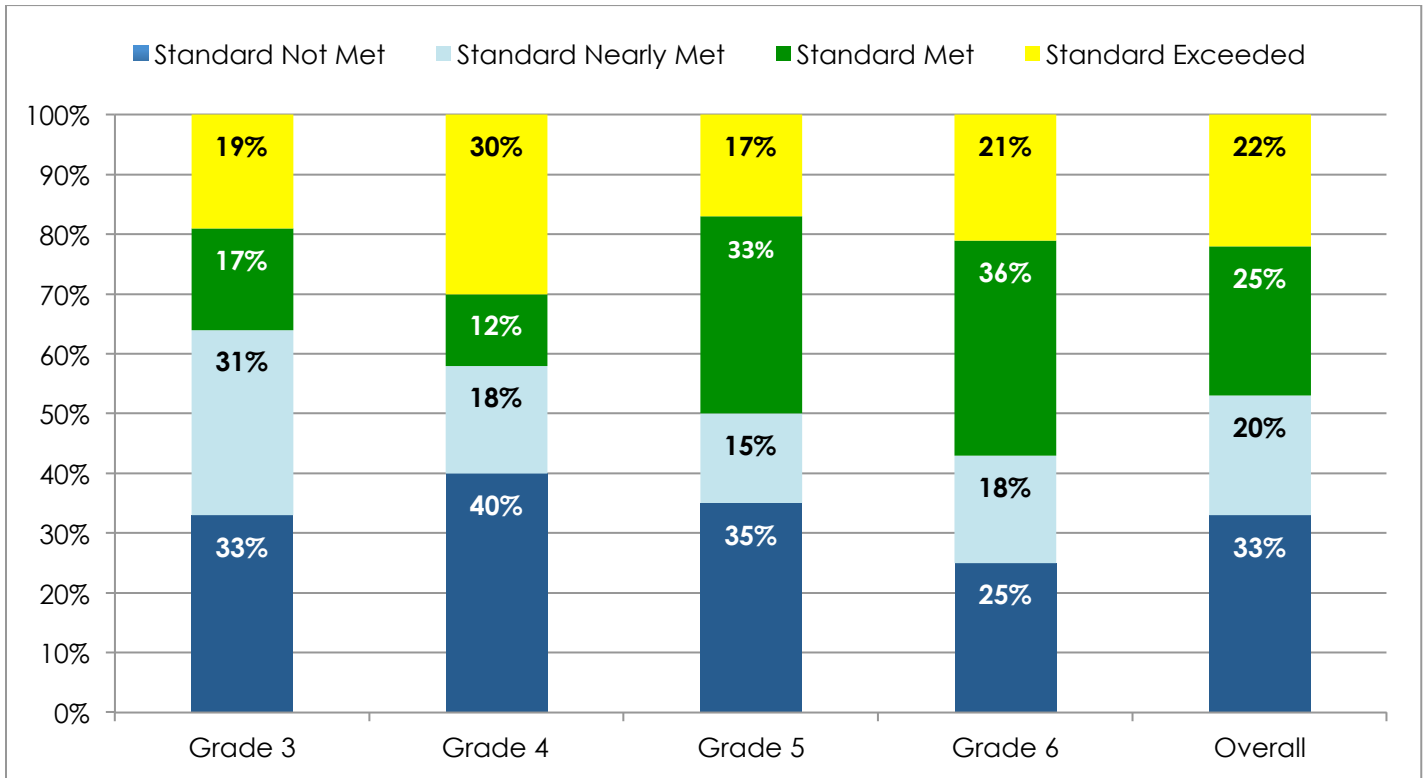
Identified Need(s) –

Based on the SBAC data results, 47% of Baden-Powell students met or exceeded standard in ELA and 42% of students met or exceeded standards in Mathematics.

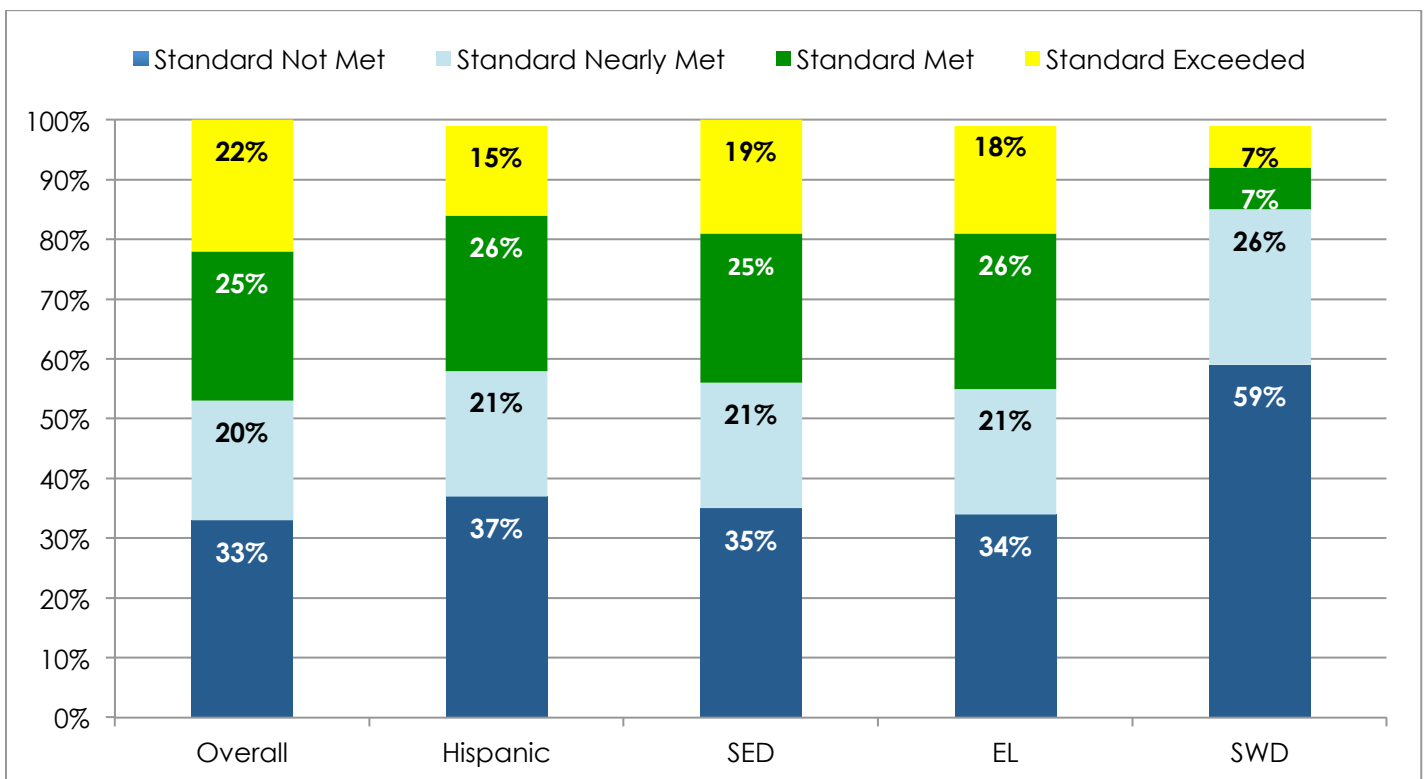
In order to improve the percentage of students meeting standard in ELA, as a staff we will continue to use Thinking Maps, WFTB, refine Benchmark instruction, and use SLPS strategies. The IPC will also work with teachers by providing demonstration lessons and professional development. All students will use i-Ready in order to meet the individual needs of students.

In order to improve the percentage of students meeting standard in Mathematics, we will continue to refine Tier 1 instruction by using Thinking Maps, math boards, and SLPS. The Principal will also monitor the use of ST Math and ensure that students are meeting the 90 minutes per week suggested participation rate. The IPC will also provide professional development and demonstration opportunities in classes as needed.

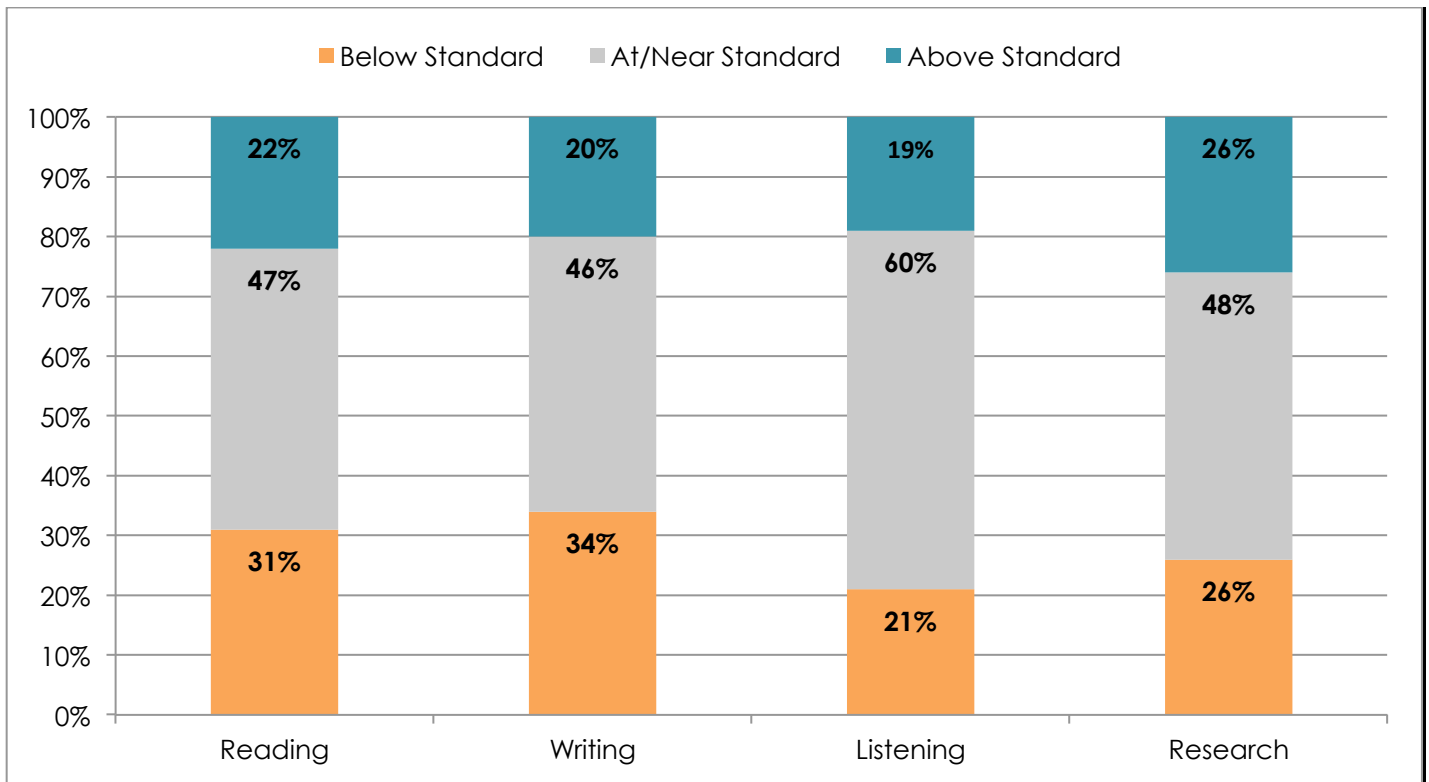
**2017-18 ENGLISH LANGUAGE ARTS
SMARTER BALANCED ASSESSMENT OVERALL DATA**



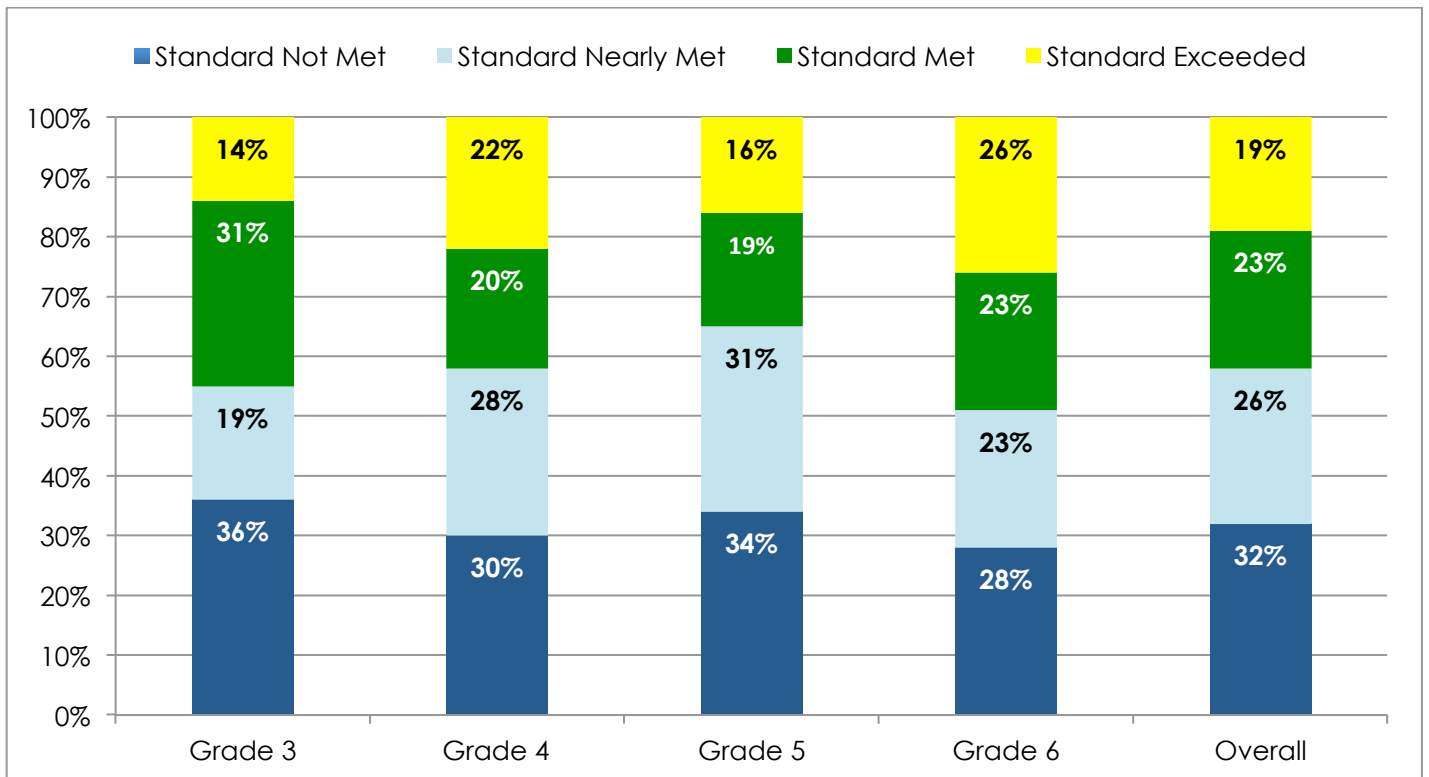
**2017-18 ENGLISH LANGUAGE ARTS
SMARTER BALANCED SUBGROUP DATA**



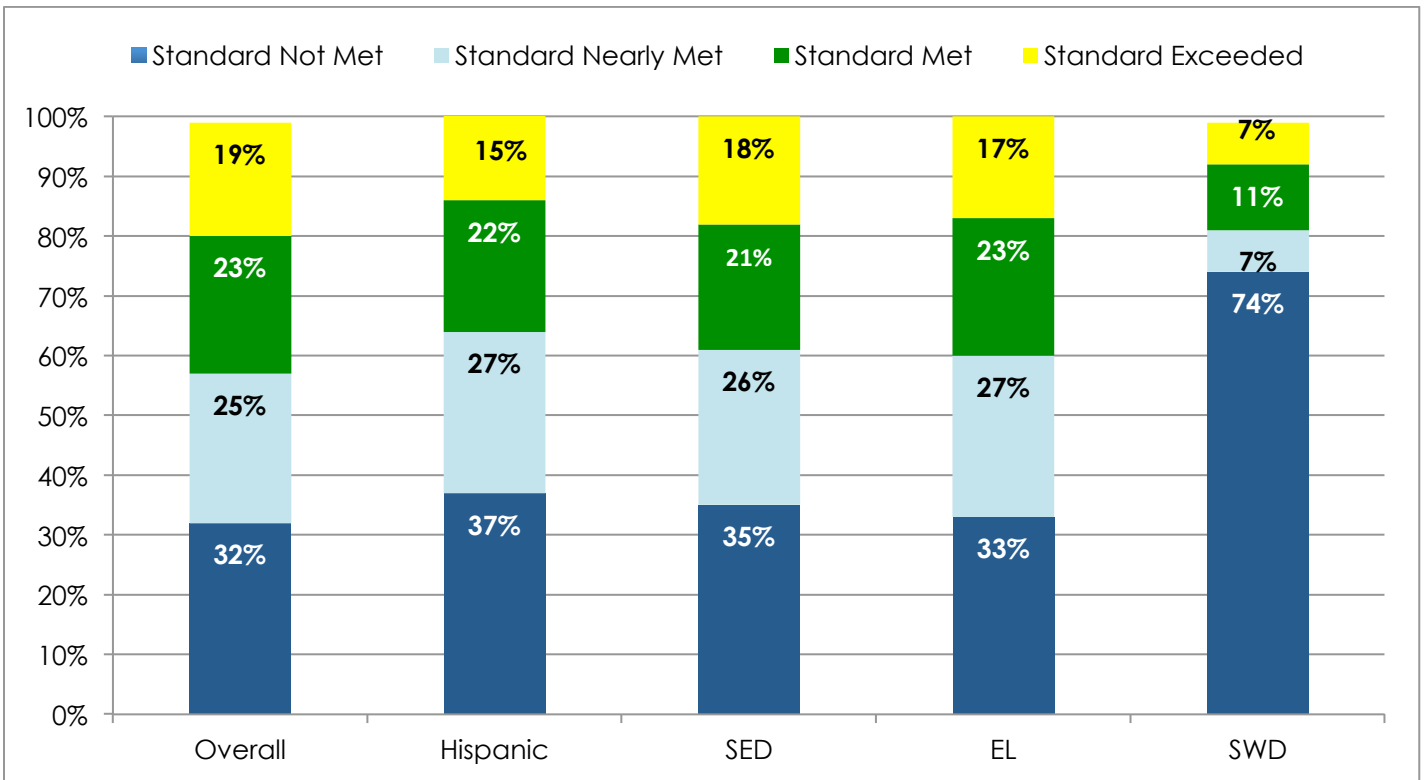
**2017-18 ENGLISH LANGUAGE ARTS
SMARTER BALANCED CLAIM DATA**



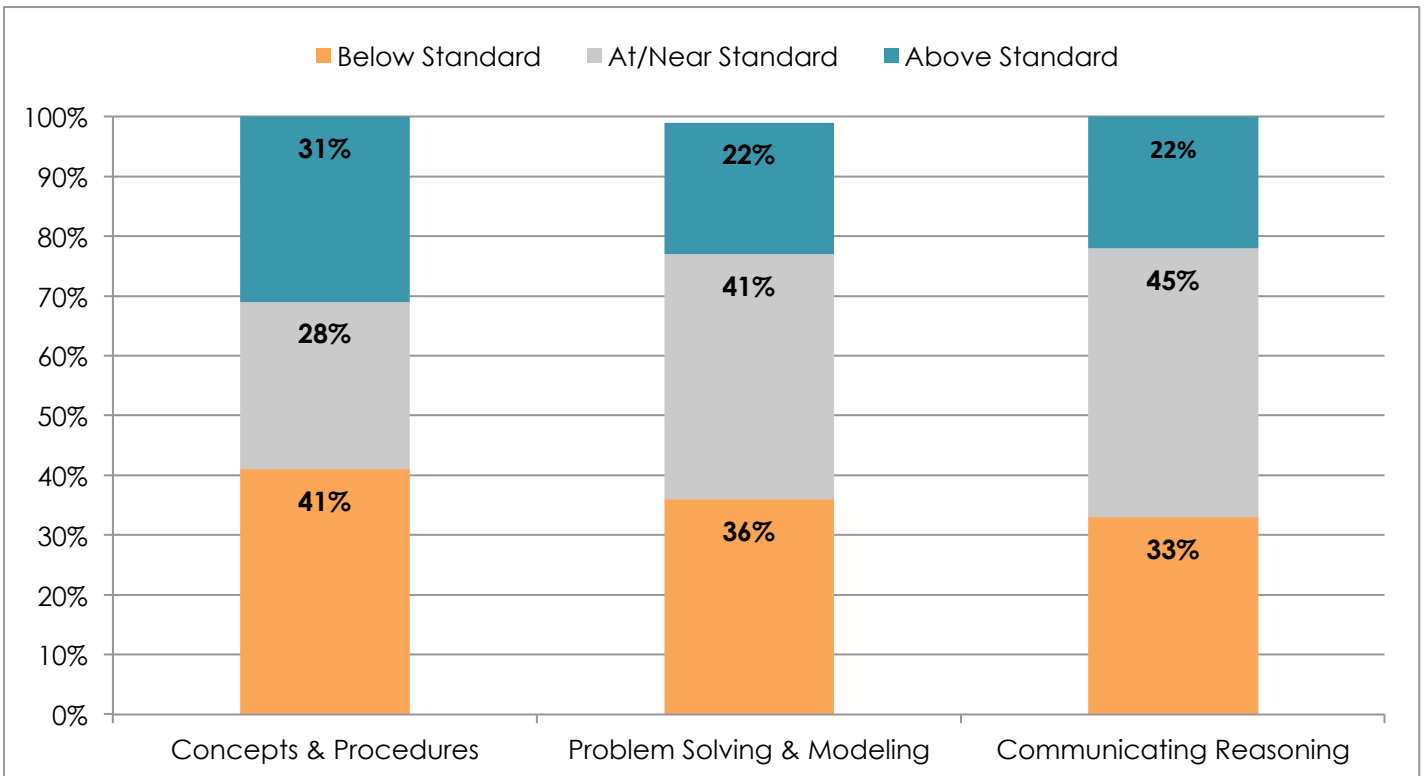
**2017-18 MATH
SMARTER BALANCED OVERALL DATA**



**2017-18 MATH
SMARTER BALANCED SUBGROUP DATA**

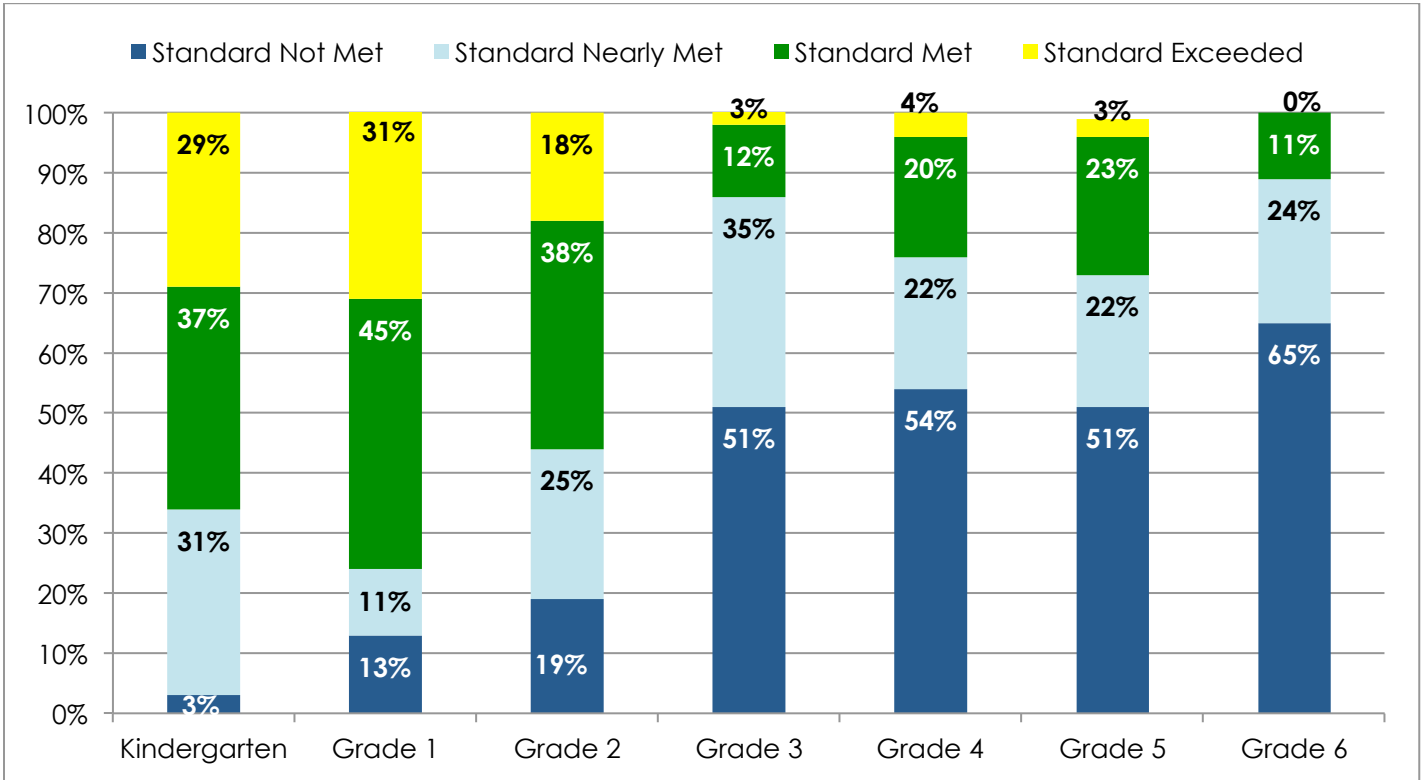


**2017-18 MATH
SMARTER BALANCED CLAIM DATA**

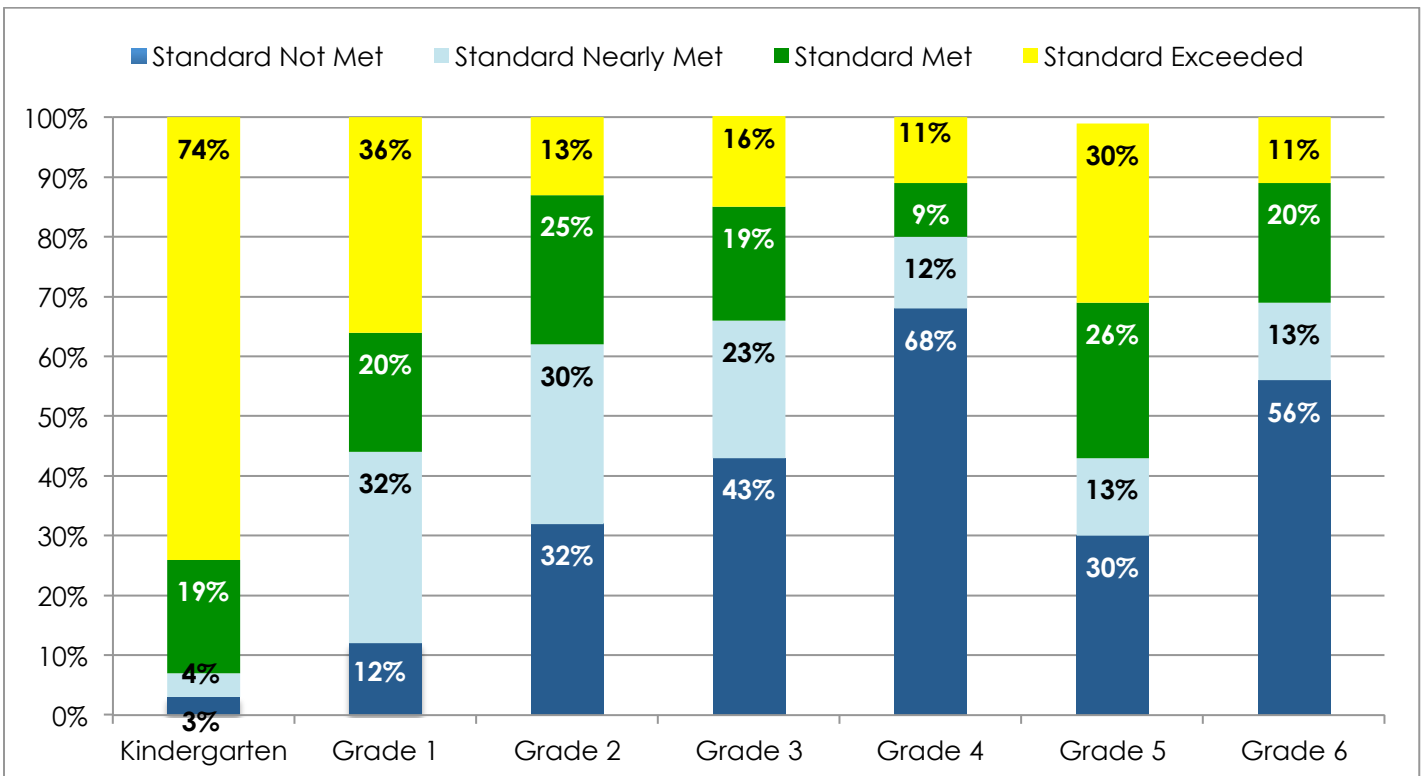


Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Source	Amount
<p>ACTION #1 Two Impact Teachers will be utilized to lower group sizes during structured interventions for 30 minutes daily, 4 times a week in grades 1-6. The i-Ready program will be used to assess students, place them in groups, and to provide targeted instruction.</p>	July 1, 2018 – June 30, 2019	Principal Teachers IPC Impact teachers	Title I	\$45,000
<p>ACTION #2 Programs and strategies, including: Thinking Maps, Write from the Beginning, Accelerated Reader, ST Math, and i-Ready, will be utilized to support the Core Curriculum and provide additional opportunities for students to improve academically.</p>	July 1, 2018 – June 30, 2019	Principal Teachers IPC	LCFF Supplemental	N/A
<p>ACTION #3 Teachers will be given stipends for extracurricular responsibilities and leadership roles.</p>	July 1, 2018 – June 30, 2019	Teachers	LCFF Supplemental	\$ 11,000
<p>ACTION #4 Before and after-school interventions will be provided based on student need.</p>	July 1, 2018 – June 30, 2019	Teachers	LCFF /LCAP Supplemental	\$8,000
<p>ACTION #5 Brain Pop will be used to allow students extra opportunities for instructional support.</p>	July 1, 2018 – June 30, 2019	Principal	LCFF	\$2,100
<p>ACTION #6 A variety of school programs that enhance STEM instruction will be offered to students, including: Chess Club, Code to the Future, and California Math Council.</p>	July 1, 2018 – June 30, 2019	Principal	LCFF	\$4,000 \$5,000 \$3,000
<p>ACTION #7 The Principal will work with the library clerk to update the library inventory, assuring that current books and resources are available to students.</p>	July 1, 2018 – June 30, 2019	Principal Librarian	LCFF Supplemental	\$5,000
<p>ACTION #8 Educational study trips will be provided to enhance and expand student knowledge of key concepts.</p>	July 1, 2018 – June 30, 2019	Principal Teachers	LCFF Supplemental	\$1,500

2017-18 ELA Interim Data (End of Year)



2017-18 Math Interim Data (End of Year)



GRADE LEVEL GOALS

GRADE K GOALS	
ELA	Math
<p>Goal: The percentage of students meeting or exceeding benchmark will increase by 10% on the District ELA EOY Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 67% Benchmark: 25% Strategic: 8% Intensive: 0 %</p>	<p>Goal: The percentage of students meeting or exceeding benchmark will increase by 10% on the District Mathematics EOY Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize ST Math and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 75% Benchmark: 20% Strategic: 5% Intensive: 0%</p>
GRADE 1 GOALS	
ELA	Math
<p>Goal: The percentage of students meeting or exceeding benchmark will increase by 10% on the District ELA EOY Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 41% Benchmark: 55% Strategic: 1% Intensive: 3%</p>	<p>Goal: The percentage of students meeting or exceeding benchmark will increase by 10% on the District Mathematics EOY Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize ST Math and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 46% Benchmark: 30% Strategic: 22% Intensive: 2%</p>

GRADE 2 GOALS**ELA****Goal:**

The percentage of students meeting or exceeding benchmark will increase by 10% on the District ELA EOY Assessment cohort data.

Actions that will be taken:

Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.

Evidence of Success:

Exceeded: 28%
 Benchmark: 48%
 Strategic: 15%
 Intensive: 9%

Math**Goal:**

The percentage of students meeting or exceeding benchmark will increase by 10% on the District Mathematics EOY Assessment cohort data.

Actions that will be taken:

Teachers will utilize ST Math and SLPS strategies.

Evidence of Success:

Exceeded: 23%
 Benchmark: 35%
 Strategic: 20%
 Intensive: 22%

GRADE 3 GOALS**ELA****Goal:**

The percentage of students meeting and exceeding benchmark will increase by 10% on the District ELA EOY Assessment cohort data.

Actions that will be taken:

Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.

Evidence of Success:

Exceeded: 13%
 Benchmark: 22%
 Strategic: 25%
 Intensive: 41%

Math**Goal:**

The percentage of students meeting and exceeding benchmark will increase by 10% on the District Mathematics EOY Assessment cohort data.

Actions that will be taken:

Teachers will utilize ST Math and SLPS strategies.

Evidence of Success:

Exceeded: 26%
 Benchmark: 29%
 Strategic: 13%
 Intensive: 33%

GRADE 4 GOALS

ELA	Math
<p>Goal: The percentage of students meeting or exceeding standard in English Language Arts will increase by 10% as measured by the CAASPP Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 34% Met: 27% Nearly Met: 9% Not Met: 30%</p>	<p>Goal: The percentage of students meeting or exceeding standard in Mathematics will increase by 10% as measured by the CAASPP Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize ST Math and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 21% Met: 29% Nearly Met: 25% Not Met: 25%</p>

GRADE 5 GOALS

ELA	Math
<p>Goal: The percentage of students meeting or exceeding standard in English Language Arts will increase by 10% as measured by the CAASPP Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 34% Met: 42% Nearly Met: 5% Not Met: 19%</p>	<p>Goal: The percentage of students meeting or exceeding standard in Mathematics will increase by 10% as measured by the CAASPP Assessment cohort data.</p> <p>Actions that will be taken: Teachers will utilize ST Math and SLPS strategies.</p> <p>Evidence of Success: Exceeded: 31% Met: 34% Nearly Met: 13% Not Met: 21%</p>

GRADE 6 GOALS

ELA

Goal:

The percentage of students meeting or exceeding standard in English Language Arts will increase by 10% as measured by the CAASPP Assessment cohort data.

Actions that will be taken:

Teachers will utilize Thinking Maps, i-Ready, and SLPS strategies.

Evidence of Success:

Exceeded: 28%
Standard Met: 42%
Nearly Met: 17%
Not Met: 13%

Math

Goal:

The percentage of students meeting or exceeding standard in Mathematics will increase by 10% as measured by the CAASPP Assessment cohort data.

Actions that will be taken:

Teachers will utilize ST Math and SLPS strategies.

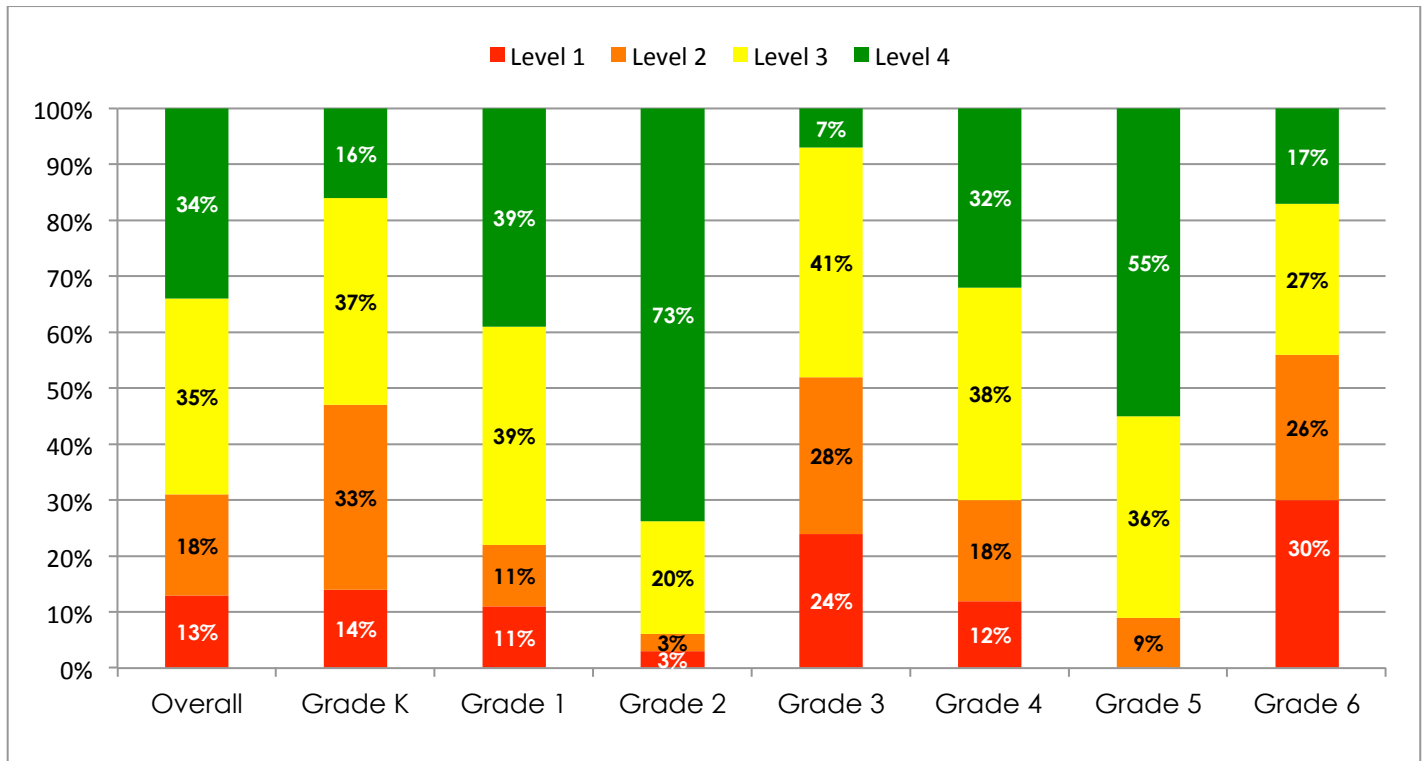
Evidence of Success:

Exceeded: 29%
Standard Met: 27%
Nearly Met: 21%
Not Met: 23%

Identified Need(s) – English Learners

Baden-Powell did not meet the expected growth for EL students. We will continue to have a designated 30-minute block of English Language Development on a daily basis, use Thinking Maps in all subject areas, and use SLPS strategies in all subject areas in order to meet the needs of all English learner students.

**LANGUAGE ASSESSMENT DATA (ELPAC)
2017-18 SUMMATIVE ASSESSMENT**



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Source	Amount
ACTION #1 Students will be placed in ELD classes according to the District placement matrix, the results of ELPAC assessments, and teacher input.	July 1, 2018 – June 30, 2019	Principal Teachers IPC	N/A	N/A
ACTION #2 Structured ELD will be taught daily for a minimum of 30 minutes per day.	July 1, 2018 – June 30, 2019	Principal Teachers IPC	N/A	N/A
ACTION #3 Para-educators will provide support with core instruction, working with individuals and small groups to support student mastery of the Kindergarten Standards.	July 1, 2018 – June 30, 2019	Para-educators Teachers	LCFF Supplemental	\$41,000

GOAL #4 - LCAP Priority 3

Magnolia School District will provide parents at every school site with opportunities to acquire skills, support their children, and engage with school staff in collaborative discussions and decision-making.

- Parent Involvement Liaisons
- Parent Communication System
- Parental Involvement and Education Opportunities
- Childcare

Document/Data Source

Parent Involvement Meeting and Event Documents
Parent Educational Class Schedules

Identified Need(s)

The Parent Involvement Liaison will continue to support parent programs at Baden-Powell. Parents are invited to attend all school events such as the Friday Morning Spirit Rally, Coffee with the Principal, and award assemblies. The parents have the opportunity to attend ESL classes as well.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Source	Amount
ACTION #1 Information regarding EL students' ELPAC levels will be shared with parents at conferences. Translation will be provided for parents of English Learners.	July 1, 2018 – June 30, 2019	Parent Involvement Liaison	LCFF Supplemental	\$ 5,000
ACTION #2 The Parent Involvement Liaison will provide direct service to the parent community, including oral and written translated communication, parent education, and facilitation of language learning support.	July 1, 2018 – June 30, 2019	Parent Involvement Liaison	N/A	N/A
ACTION #3 The parents will utilize a variety of strategies to ensure effective communication between school and home (i.e. student agendas, calls home, newsletters, notices, etc.)	July 1, 2018 – June 30, 2019	Principal Parent Involvement Liaison	N/A	N/A
ACTION #4 Babysitting services will be provided for parents attending sponsored events.	July 1, 2018 – June 30, 2019	Principal	LCFF Supplemental	\$6,000

Magnolia School District

Lord Baden-Powell School
10411 Dale Avenue
Stanton, California 90680

Parent/Family – School Compact
for
Improving Student Achievement – Meeting Academic Standards
(Parent/School/Student Agreement)

Student Name: _____ Grade/Class _____

Teacher Commitment

To inspire all Lord Baden-Powell students with an intrinsic desire to learn through rigorous academic standards and high expectations.

I will provide:

- A Standards Based curriculum that support all students in achieving proficiency or above
- A safe learning environment that promotes respect for diversity
- Motivation and challenge so that all students to rise to their full potential
- Development and reinforcement of positive character traits
- Collaboration with our parents and community to expand and enrich student learning opportunities

Teacher's Signature: _____ Date: _____

Student Promise

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents want to help me do my very best in school. I know I am the one responsible for my own success, and I must work hard to achieve it. Therefore, I agree to carryout the following responsibilities to the best of my ability:

- I will come to school ready to learn and work hard.
- I will be cooperative learner.
- I will return completed homework on time.
- I will know and follow school and class rules.
- I will be responsible for my own behavior.

Student's Signature: _____ Date: _____

Parent Support

I realize that my child's years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will communicate the importance of education and learning to my child.
- I will ensure that my child attends school every day, gets adequate sleep, arrives on time and gets regular medical attention and proper nutrition.
- I will provide a quiet place for my child to study and ensure my child to complete his/her homework.
- I will spend time reading with my child each day.
- I will attend Back to School Night, Parent Conferences and Open House.
- I will become familiar with the academic content standards for my child's grade level.
- I will regularly monitor my child's progress in school and communicate with the teacher or the school when I have a concern

Parent's Signature: _____ Date: _____

Distrito Escolar Magnolia

Escuela Lord Baden-Powell
10411 Dale Avenue
Stanton, California 90680

Padre/Familia – Pacto de la Escuela
para
Mejorar el Aprovechamiento de los Estudiantes – Cumplir con los Estándares Académicos
(Acuerdo/Padres/Escuela/Estudiante)*

Nombre del Alumno: _____ Grado/Clase: _____

Compromiso del Maestro(a)

Inspirar a todos los estudiantes de Lord Baden-Powell con un deseo intrínseco de aprender a través de estándares rigurosos y altas expectativas.

Yo proveeré:

- Un Currículo basado en los estándares que apoyen los estudiantes en lograr nivel de competencia o mas alto
- Un medio ambiente seguro de aprendizaje que promueva respeto en la diversidad
- Motivación y retos para que todos los alumnos suban hasta su potencial mas alto
- Desarrollo y refuerzo para mejorar el carácter
- Colaboración con los padres y comunidad para expandir y enriquecer las oportunidades de aprendizaje

Firma del Maestro(a): _____ Fecha: _____

Promesa del Estudiante

Comprendo que mi educación es importante para mí. Que me ayuda a desarrollar las herramientas que necesito para llegar a ser una persona productiva y feliz. También entiendo que mis padres quieren ayudar a que haga lo mejor posible en la escuela. Se que soy el responsable de mi propio éxito y que debo de trabajar duro para alcanzarlo. Por lo tanto, me comprometo a cumplir lo mejor que puedo con las siguientes responsabilidades:

Vendré a la escuela listo para aprender y trabajar duro.
Pondré todo de mi parte para aprender.
Terminare y entregare todas mis tareas a tiempo.
Me aprenderé y seguiré las reglas de la escuela y del salón.
Seré responsable de mi propia conducta.

Firma del Estudiante: _____ Fecha: _____

Apoyo de los Padres

Comprendo que los años de infancia de mi niño(a) son muy importantes. También comprendo que mi participación en su educación le ayudara en su aprovechamiento y actitud hacia la escuela. Por lo tanto, me comprometo a cumplir lo mejor que puedo con las siguientes responsabilidades:

Comunicar la importancia de aprendizaje y educación a mi hijo(a).
Asegurar que mi hijo(a) asista a la escuela todos los días duerma adecuadamente, duerma suficiente y tenga atención medica regularmente y nutrición apropiada.
Proveer un lugar tranquilo para que mi hijo (a) estudie.
Me tomaré tiempo para leer con mi hijo(a) todos los días.
Asistir a las Conferencias para padres, Noche de Regreso a la Escuela y Open House.
Estar familiarizado con los estándares de contenido académico para el nivel de grado de mi hijo(a).
Monitorear el progreso de mi hijo en la escuela y comunicarle al maestro(a) o la escuela cuando tenga alguna preocupación.

Firma del Padre/Madre: _____ Fecha: _____

GOAL #5 - LCAP Priorities 5, 6

Magnolia School District will provide a strong system of supports to promote positive school climates that result in high levels of attendance and positive student engagement.

- Attendance Incentive Programs
- Positive Behavioral Intervention and Supports
- Bullying Prevention and Anti-Bullying Education
- SEL Curriculum
- Behavior Interventionist
- Saturday School

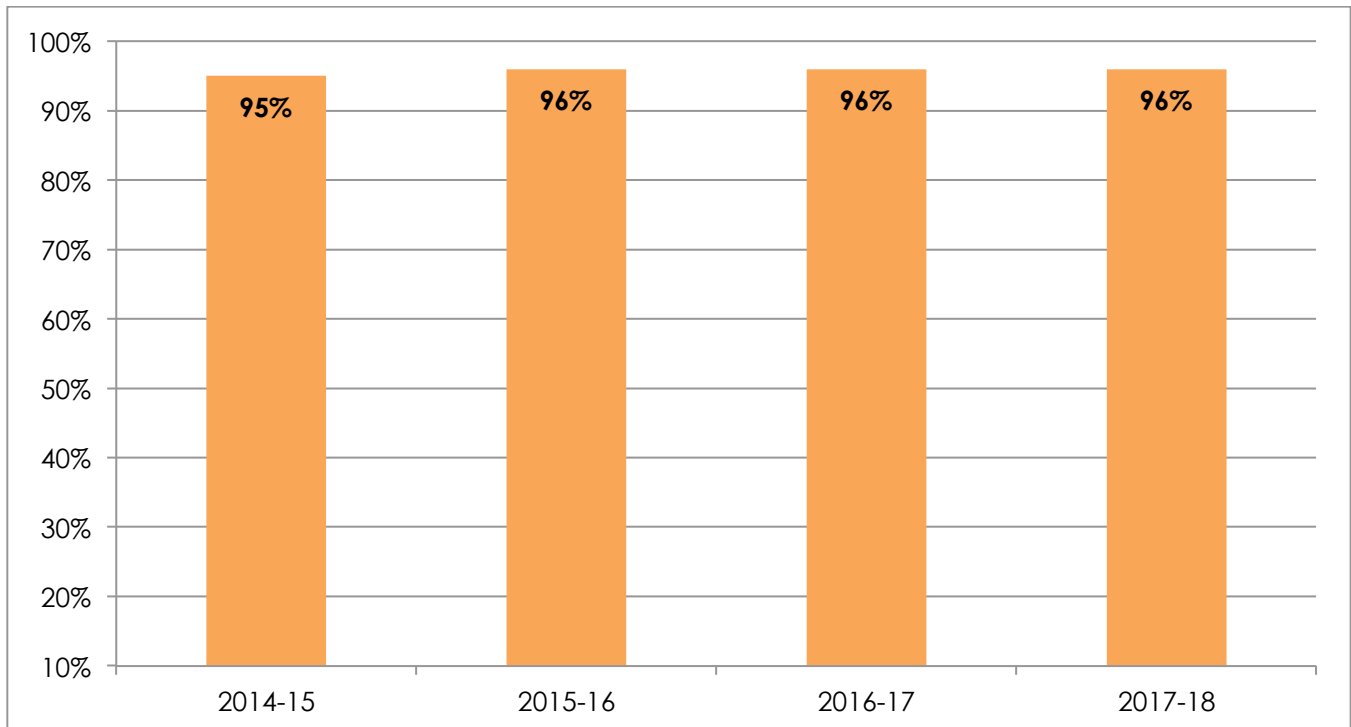
Document/Data Source

Attendance Rates
Chronic Absentee Rates
School Discipline Incident Reports
Suspension Rates

Identified Need(s)

The attendance rate at Baden-Powell has been 96% for the past two years. We will continue to discuss the importance of attending school with parents at conferences and at other parent meetings. To address chronic absenteeism, SARB and SART will be used.

FOUR-YEAR ATTENDANCE RATE



FOUR-YEAR SUSPENSION & EXPULSION DATA

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Suspensions	5	5	9	6
Expulsions	0	0	1	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Source	Amount
ACTION #1 The school will continue to consistently implement PBIS and analyze discipline referral data to drive decision-making.	July 1, 2018 – June 30, 2019	Principal Teachers IPC	N/A	N/A
ACTION #2 Social skills groups will be conducted weekly by the school counselor and by Phoenix House.	July 1, 2018 – June 30, 2019	School Counselor	N/A	N/A
ACTION #3 The School Psychologist, Behavior Interventionist, and Social Worker/Intern will provide behavior intervention and counseling for identified students.	July 1, 2018 – June 30, 2019	Principal School Psychologist	N/A	N/A
ACTION #4 The PBIS team will convene regularly to analyze Discipline Report data, propose solutions for ongoing challenges, and recommend/revise current recognition activities and programs.	July 1, 2018 – June 30, 2019	Principal PBIS Team	N/A	N/A
ACTION #5 Students will be encouraged to be on time through the weekly awarding of AR tags, ST Math Certificates and T-shirts given out during morning announcements.	July 1, 2018 – June 30, 2019	Principal PBIS Team	LCFF Supplemental	\$1,000

FUNDED PROGRAMS

State Programs	Allocation	Consolidated in the SWP
LCFF – Supplemental/Concentration Grant (3360)		
Purpose: To provide supplemental grant and concentration grant funds for targeted students.	\$150,110	X
LCFF – Supplemental/Concentration Grant (3350)		
Purpose: To provide supplemental grant and concentration grant funds for targeted students.	\$13,000	X
Total amount of state categorical funds allocated to the school site.	\$163,110	

Federal Programs	Allocation	Consolidated in the SWP
Title I, Part A – Formula Grant (4100)		
Purpose: To improve basic programs operated by local educational agencies.	\$113,750	X
Total amount of federal categorical funds allocated to the school site.	\$113,750	

Total amount of state and federal categorical funding allocated to the school.	\$276,860	
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2018-19 Site Working Budget Narrative - Baden Powell

Title I (4100)		LCFF S/C (3360)		LCFF/LCAP Interv. (3350)	
Entitlements (Projected / Actual & Set Asides)					
Entitlement (2017-2018)	113,750	Entitlement (2017-2018)	150,110	Entitlement (2017-2018)	13,000
Redistributed Carryover	0	Carryover	0		
Sub Total	113,750	Sub Total	150,110	Sub Total	13,000
Mid-year adjustment		TK Para Educators	-17,000		
		CELDT Assessment Team	-9,270		
Total Funding	113,750	Total Funding	123,840	Total Funding	13,000

Projected Recurring Expenditures for 2018-2019*

Personnel		**	113,750	Personnel		**	123,840	Personnel		**	13,000
Certificated:				Certificated:				Certificated:			
1119	Impact Teachers		-45,000	1195	Stipends		-11,000	1116	Intervention		-8,000
Classified:				Classified:				Classified:			
2104	Para Ed (Breedon, Sanchez)		-33,000	2104	Para Ed (Breedon, Sanchez)		-33,000				
	Benefits		-8,000		Benefits		-8,000				
2910	Activity Supervisor		-11,000	2910	Activity Supervisor		-11,000				
2225	Translation		-3,000	2225	Translation		-3,000				
2920	Babysitting		-6,000	2920	Babysitting		-6,000				
1124	Substitutes		-1,000	1124	Substitutes		-1,000				
Remaining balance			68,750	Remaining balance			50,840	Remaining balance			5,000
Supplies/Instr. Materials			68,750	Supplies/Instr. Materials			50,840	Supplies/Instr. Materials			5,000
4320	Other supplies		-65,475	4220	Library Books		-5,000	4319	Attendance Incentive		-1,000
				4301	Instructional Supplies		-5,000	4320	Other supplies		-4,000
				4320	Technology		-4,500				
				4402	Playground Equipment		-2,500				
				4320	Other supplies		-12,240				
Remaining balance			3,275	Remaining balance			21,600	Remaining balance			0
Services			3,275	Services			21,600	Services			0
5805	Straight Up Dance		-2,145	5751	Conferences		-2,000				
5751	Parent Involvement		-1,130	5811	Field Trips		-1,500				
				5805	CA Math Council		-3,000				
				5814	Brain Pop		-2,100				
				5805	American Chess		-4,000				
				5814	Mind Research		-4,000				
				5805	Code to the Future		-5,000				
FINAL BALANCE			0	FINAL BALANCE			0	FINAL BALANCE			0

INSTRUCTIONAL MATERIALS - DETAILED EXPENDITURES***

OBJECT CODES		
CERTIFICATED POSITION		
1116	Intervention	
1119	Impact Teacher	
1124	Sub Special Projects	
1195	Stipends - Other	
1911	TOSA *(20)	
CLASSIFIED POSITION		
2104	Para Educator	
2225	Translation *(25)	
2910	Noon Duty Assistants	
2920	Babysitting / Parent Ed *(25)	
SUPPLIES/INSTRUCTIONAL MAT'L'S		
4215	Other Books	
4220	Library Books	
4301	Instructional Supplies	
4319	Attendance Incentives	
4320	Other Supplies (\$1 - \$499)	
4402	Equipment (FA \$500-\$4999)	
EQUIPMENT		
6402	Equipment (FA \$5,000 +)	
SERVICES		
5210	Conferences (To Ed Services)	
5711	Transportation	
5713	District Printing	
5805	Contracted Services	
5816	On-Line Subscription	
5863	Printing Outside Vendor	

Please note: * TOSA budget # begins with 01-20-xxxx-xx-xxxx / For Intervention Programs use budget # 01-13-xxxx-xx-xxxx
 Parent Involvement must be 1% of Title I budget - budget # begins with 01-25-4100-xx-xxxx
 ** Goal.Action in Single Plan for Student Achievement (SPSA)

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

A school with 21 or more English learner (EL) students must have a functioning English Learner Advisory Committee (ELAC). The size of the ongoing committee should reflect the number of ELs in the school.

Name of Member	Principal	Certificated Staff*	Classified Staff*	Parent or Community Member
Rudy Agulia	X			
Monica Acevez			X	
Mariana Salinas				X
Dora Velazquez				X
Melissa Morales				X
Britt Ghan				X
Julia Greig-Ragen				X

* Membership is not required. Must be voted on by parents of English learners

Percentage of ELAC represented by parents of English Learners (% should be greater than below)	66%
Percentage of English Learners at the school	56%

SCHOOL SITE COUNCIL MEMBERSHIP

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; and parents of pupils attending the school selected by such parents.

Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of School Site Council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.

Peer selection process

The School Site Council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, and parents of pupils attending the school selected by such parents.

Ballot for teachers: Nominations are taken. After all of the nominations have been received, a ballot is given for teachers to vote. Members from last year's SSC handle this process and count the ballots.

Ballot for parents: Nominations are taken. After all of the nominations have been received, a ballot is sent home with all students for parents to vote. Members from last year's SSC handle this process and count the ballots.

Composition of School Site Council

■ Principal
 ■ Teachers
 ■ Other Staff
 ■ Parents or Community Members



Members' terms of office

Members will serve one-year or two-year terms.

Procedure for replacing a member

1. Mid-year elections may be held.
2. Members are replaced using a peer selection process.
3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

The current make-up of the SSC is as follows:

Name of Member	Principal	Certificated Staff	Classified Staff	Parent or Community Member
Rudy Agulia	X			
Lisa Ledda		X		
Sarah Carik		X		
Yvonne Morrison		X		
Bea Sanchez			X	
Mariana Salinas				X
Dora Velazquez				X
Maria Aguirre				X
Gloria Mariano				X
Melissa Morales				X
Total Members	1	3	1	5

RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this Single Plan for Student Achievement 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 the 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 for committees before adopting this plan.

English Learner Advisory Committee:

Name of ELAC Chairperson: Mariana Salinas

Signature of ELAC Chairperson: Mariana Salinas

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. The 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: (Date)

Attested:

Rudy Aguila
Name of School Principal

R. Aguila
Signature of School Principal

10/18/18
Date

Sarah Carik
Name of SSC Chairperson

Sarah Carik
Signature of SSC Chairperson

10/18/18
Date