

School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Cornerstone at Pedregal Elementary School	19-64865-6021307	October 29, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Cornerstone Elementary School has consulted with numerous stakeholders when planning the SPSA/Annual Review and Update. Our School Site Council was involved, which is a committee of parents and teachers. We also involved our PTA and Booster club during our monthly meetings. Teachers were asked to provide feedback during staff meetings and were invited to attend our Faculty Advisory Committee to offer further recommendations and input.

Goals, Strategies, & Proposed Expenditures

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

Basis for this Goal

Having a highly skilled staff will provide a rigorous educational program for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher completed professional development hours	NGSS year 1 implementation for grades 3-5	By the end of the 2018-2019 school year, teachers will have attended 24 hours of professional development in NGSS and will complete two of the district provided Amplify kit units.
Teacher completed professional development hours	Beginning new adoption of Wonders curriculum for grades K-2	By the end of the 2018-2019 school year, teachers will have attended 14 hours of professional development in English Language Arts and English Language Learners and will begin implementing the Wonders program in their classroom.
Teacher completed professional development hours	Some teachers have attended an introductory training in CGI	By the end of the 2018-2019 school year, 100% of our teachers will be trained in Cognitively Guided Instruction by June.
Facilities checklist	The school is in good condition.	Facilities checklist will remain the same.
Teachers will review outcomes of standardized test data (State and Local)	There has not been a formal process for teachers review standardized data.	100% of teachers will be aware of the students' outcomes of standardized test data (State and Local) and adjust instruction accordingly.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Cornerstone students in grades K-2 will be served.

Strategy/Activity

All K-2 teachers will attend the district provided training for the English Language Arts adoption. All K-2 teachers will implement the Wonders program in their classroom and use the aligned workbooks that were provided by the district.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

The Cornerstone students in grades 3-5 will be served.

Strategy/Activity

The 3rd- 5th grade teachers will attend the district provided training for the implementation of the NGSS. Teachers will begin applying NGSS into their classrooms and utilize the district provided resources such as Amplify Kits and Stemsopes. Two Amplify units will be completed by the end of the year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

By June 2019, all Cornerstone teachers will be trained in Cognitively Guided Instructional strategies to enhance math instruction. Teachers will integrate CGI lessons to their students on ongoing and regular basis.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget Reference(s) No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

The principal and staff at Cornerstone Elementary School will continue to assess the campus to ensure that district facilities are in good condition.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget Reference(s) No site expense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Cornerstone students will be served

Strategy/Activity

There will be ongoing Professional Development with the staff to review data and use it to support learning and instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

Having a strong instructional program raises the achievement of all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data (ELA)	The percentage of students who met or exceeded grade level standards in 2017-2018 are: 3 rd Grade 88 %, 4 th Grade 88.9 % 5 th Grade 88.4 %	The percentage of students scoring standards met and standards exceeded will increase by 2% or more. The percentage of students scoring near and below will decrease by 2% or more.
CAASPP data (Math)	The percentage of students who met or exceeded grade level standards in 2017-2018 are: 3 rd Grade 84.5% 4 th Grade 85.7% 5 th Grade 63.7 %	The percentage of students scoring standards met and standards exceeded will increase by 2% or more. The percentage of students scoring near and below will decrease by 2% or more.
Wonders Summative Assessments K-2	New assessments are being utilized this year.	100% of K-2 teachers will administer Wonders assessment and provide additional support and intervention to the children who are not performing at grade level.
AIMS Web Scores CBM (fluency) and MAZE (comprehension) standardized test results	CMB above target 2 nd : 91% 3 rd 81% 4 th 89% 5 th 98% Maze above target 2 nd 88% 3 rd 90% 4 th 95% 5 th 91%	The percentage of students above target on CBM and MAZE will increase by 2%.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

Using site based recommendations and assessments, students in 1st-5th will be invited to participate in before school intervention to support them in math. Materials needed for intervention will be provided.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,300
Source(s)	Supplemental
Budget Reference(s)	Certificated Salaries for teachers to lead 1 st -5 th Grade Intervention classes.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

Cornerstone Elementary School will continue to perform universal screenings for all students 3 times a year and Rti grouping will be set up as a result of CBM (fluency) and MAZE (comprehension) data along with teacher recommendation and classroom data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

Principal and Leadership Team will provide professional development in social studies, science, ELA instruction, math, social emotional learning or other content areas to continuously improve instruction for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,700
Source(s)	Supplemental
Budget Reference(s)	Conferences, Professional Development Workshops, substitute costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

Cornerstone teachers will use district approved software applications and instructional resources to support all curricular area.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000
Source(s)	Cornerstone Booster Club
Budget Reference(s)	Software Programs- IXL, I-Ready, STAR reading, RAZ Kids

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Cornerstone students will be served.

Strategy/Activity

Cornerstone teachers will observe master teachers and grade level teams will work together to improve differentiated instruction to meet the needs of all learners.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,800
Source(s)	Cornerstone Booster Club
Budget Reference(s)	Substitute Costs

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

Basis for this Goal

Providing a strong instructional program for our English Language Learners, Identified GATE students, and Special Education students will increase the student academic performance.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Proficiency Assessment for EL students	43% at level 3 (intermediate), 17% at level 4 (early advanced), and 11% at level 5 (advanced)	2% of the students in score levels 1, 2, and 3 will move up one level.
CAASPP scores for EL	66.7% of EL students in 3rd grade met or exceeded standards in the ELA and 66.7 for Math 100% of 4 th grade students met or exceeded standards in ELA for CAASPP and 85.8% for Math 33.1 % of 5 th grade students met or exceeded standards for ELA and 66.9 for Math	The percentage of students scoring standards met and standards exceeded will increase by 2% or more. The percentage of students scoring near and below will decrease by 2% or more.
CAASPP scores for Special Education Students	62.5 % of 3 rd grade special education students met or exceeded standards in ELA and in Math 60 % of 4 th grade special education students met or exceeded standards in ELA and in Math 50 % of 5 th grade special education students met or exceeded standards in ELA and in Math	The percentage of students scoring standards met and standards exceeded will increase by 2% or more. The percentage of students scoring near and below will decrease by 2% or more.
OLSAT results	15% of 4 th and 5 th grade students identified as GATE in the 2018-2019 school year	We will maintain or increase our 15% of 4 th and 5 th grade students identified as GATE

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Identified Students will be served.

Strategy/Activity

School sites will evaluate and analyze CAASPP data for students with disabilities who are not meeting standards and use the data as one of the measures in order to revise and develop IEP goals and evaluate the services available to students. The goal will be to improve the CAASPP scores for the identified students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Language Learners and Reclassified Students at Cornerstone Elementary School will be served.

Strategy/Activity

Cornerstone will continue to assess the English Language program and provide push in support, as needed. Such as but not limited to: identify a site lead to serve on Cornerstone's English Learners Committee, explore using local formative and local assessments for EL students during small group instructional opportunities, and individual instructional sessions by certificated instructors and classified instructional assistants for EL students utilizing ELD supplemental materials and manipulatives as needed for instruction order to maintain or increase the percent of EL students making progress toward English proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$20,367
Source(s)	Supplemental
Budget Reference(s)	EL Aide, Site EL teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Reclassified Students at Cornerstone Elementary school will be served.

Strategy/Activity

Reclassified students will be monitored and given supports, as appropriate, as determined by the Teacher on Special Assignment in partnership with the school site team.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

English Language Learners and Reclassified Students at Cornerstone will be served.

Strategy/Activity

We will evaluate current English Learner Instructional materials to ensure best practices teaching methods are implemented for the English Language Learners and our Reclassified Students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Identified GATE students will be served at Cornerstone

Strategy/Activity

GATE Enrichment classes will be offered before/after school for GATE identified students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

Providing a welcoming and safe physical and emotional environment will enhance the conditions for students' academic and social emotional learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Data	78% of students attended school at a 92% or greater attendance rate.	Increase our average monthly attendance by 0.5 percent.
Discipline Data (office discipline referral)	PBIS year 2- last year we had 50 office referrals.	Decrease the student office referrals by 5 percent.
2 nd Step Curriculum (pre-test/post-test, reflections)	First year of implementation	100% of students in grades K-5 will receive social-emotional lessons in their classroom.
Visual and Performing Arts	100% of students currently participate in music and performing arts classes.	100% of Cornerstone students will continue to participate in visual and performing arts.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Cornerstone Elementary School will be served.

Strategy/Activity

Cornerstone will continue to utilize a progressive discipline model that includes alternate means of correction, restorative practices and counselling support for students and identify root problem to correct behavior. Cornerstone is beginning year 2 of implementing PBIS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Supplemental
Budget Reference(s)	PBIS rewards and incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Cornerstone Elementary School will be served.

Strategy/Activities

Cornerstone will provide awareness training with staff on how to recognize signs of students who are struggling emotionally and steps to support them. All students will be provided lessons from our 2nd step curriculum on social emotional learning at the K-5 level and work with stakeholders on their plan to support students' social emotional wellness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students at Cornerstone Elementary School will be served.

Strategy/Activity

Cornerstone will continue to engage with our parent community by actively sharing parent information through parent emails, encouraging participation through parent education nights, parent nights that are linked to learning (science night, math nights, etc.) as well as soliciting feedback (via surveys or other means), PTA, and other advisory committees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students will be served.

Strategy/Activity

Cornerstone will implement SARB procedures and monitor student attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget
Reference(s) No site expense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students at Cornerstone will be served.

Strategy/Activity

All students in grades K-5 will participate in visual and performing arts.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$24,000

Source(s) Cornerstone Booster Club

Budget
Reference(s) Performing Arts

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students at Cornerstone Elementary School will be served.

Strategy/Activity

Cornerstone will provide opportunities for students to engage in the school community through school activities, such as student council, spirit days, assemblies, safety drills, Battle of the Books, Science Olympiad, and Math Field Day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
100% teachers and students have appropriate instructional supplies	100% teachers and students have appropriate instructional supplies	100% teachers and students have appropriate instructional supplies
0% teachers were trained in new ELA pilot and new Arts for All requirements	100% trained in ELA and 100% 3 rd grade teachers trained in Arts for All	100% K-2 Teachers trained 100% 3 rd Grade Teachers Trained

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher Representatives will pilot 2 ELA Programs and ultimately recommend a program to adopt for the 2018-19 school year.	A 1 st Grade, 2 nd Grade, and 5 th Grade teacher piloted Wonders and Benchmark ELA Programs.	\$0 – District Funded	\$0 – District Funded

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
100% teaching staff will receive professional development in the adopted ELA program.	100% K-2 Teachers received professional development in the newly adopted <i>Wonders</i> ELA Program.	\$0 – District Funded	\$0 – District Funded

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ensuring 100% students have appropriate instructional materials	Inventory taken and school staff ensured that 100% students had appropriate instructional materials	\$0 – District Funded	\$0 – District Funded

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
100% teachers will be appropriately credentialed.	Worked with District to ensure 100% teachers are appropriately credentialed	\$0	\$0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional Development for 100% of 3 rd Grade Teachers in VAPA in conjunction with Arts for All Grant	100% 3 rd Grade Teachers received VAPA training aligned with the Arts for All Grant	\$0 – District Funded	\$0 – District Funded

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Cornerstone Elementary school ensured that texts were available for every student on campus. The Principal made sure that the entire teaching staff at Cornerstone Elementary school had the appropriate and necessary credential. Our 3rd grade team provided positive feedback from the VAPA training that was aligned with the Arts for All Grant.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

VAPA training was well received and appreciated by the 3rd grade team. The entire staff appreciates that all texts and instructional materials are available for all students on campus. This helps to ensure students have the appropriate tools needed to learn. The teachers who piloted the ELA programs were able to provide positive feedback on the newly adopted Wonders program. The teachers were happy to be part of the adoption committee.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences in the Proposed Expenditures and the Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers at Cornerstone will receive more professional development for our adoption with Wonders and with NGSS, and Social Emotional Learning. (Goal 1 Strategy 1 and 2).

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
AIMS Web Results (universal screening 3 times per year)	Data will be used to determine appropriate support and student needs	All teachers at Cornerstone will analyze data and make instructional plans and small groups around the results.
Classroom Math Assessments and overall student performance in Math.	Teachers will differentiate instruction to meet the needs of all learners determined by student performance.	All teachers will review math assessments and math performance to make informed decisions about children and who needs enrichment or added support.
NGSS Needs Assessment	By the end of 2018, all staff will receive introductory training.	100% of teachers received introductory training with some upper grade teachers receiving additional training.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Perform AIMS Web universal screenings 3 times a year to identify students in need of intervention reading support	Universal Screenings were completed three times and data was reviewed to determine students to attend RtI support	\$0	\$0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
5 th Grade Teachers will continue to administer the second trimester Summative Assessment to ensure appropriate math placement for students in 6 th Grade.	Summative Assessment given and results used as one of the measures to determine appropriate math placement for students	\$0	\$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
NGSS Unit Modules developed and taught for grade K-5.	K-5 teachers used NGSS Unit modules with students	\$0	\$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will use approved software applications and instructional resources to	Software applications used to monitor progress, differentiate instruction and reinforce skills taught	\$15,000	\$15,000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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support all curricular areas.			
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Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Common Planning: Use grade level planning time to determine how to adjust and differentiate instruction to meet the needs of all students and ensure academic growth.			
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Teachers met weekly to design instruction units and reflect on instructional practices to meet the needs of all learners.			
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\$0			
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\$0			
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Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Utilizing Classroom Observation of master teachers, grade level teams will work to improve differentiated instruction to meet the needs of all learners			
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Teachers shared best practices at staff meetings to strengthen instructional practices for all teachers.			
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\$0			
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\$0			
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Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Continued Writers Workshop Professional			
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Teachers taught Writers Workshop in their			
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\$2800			
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\$0			
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Development to increase teachers' expertise in writing strategies with the goal of increasing overall student achievement in ELA	classrooms to develop their practice and improve student achievement in writing.		

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Before or After school Intervention Math Class offered to students identified as performing below standards (1 st -5 th)	Before school Math intervention classes offered in 1 st – 5 th grade. Teachers worked with classroom teachers to focus on students' needs.	\$4,300	\$4,300

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Aims Web universal screening took place three times during the year and teachers were able to use the data to drive instruction. The 5th grade teachers placed eleven students into 6th grade math for the 2018 school year. The Cornerstone staff utilizes I-ready, IXL, and STAR reading for extra support and intervention in their class. Teachers planned together during Monday early release days and on some P.E. days. They were able to reflect on instructional practices and pace so that they were aligned. Math intervention took place before school for students were below grade level and needed extra support.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

AimsWeb and MAZE standardized test results provided information that the teaching staff could use to identify supports for students in the Rti program. This information, along with classroom assessments and teacher observations guided the staff in the types of intervention classes offered for our students at risk. The before school Math intervention provided a great deal of support to students who needed the extra practice.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our writer's workshop expense did not happen because we could not secure substitutes for the day the trainer was available.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

ELA and Math continue to need more support. Students in need of additional support will go to the learning center 4 times a week with progress checks every 6 weeks (Goal 2, strategy 2). Math intervention before school will continue to take place for identified students. (Goal 2, Strategy 1)

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual EL Assessments	EL Assessment Results to be used to differentiate instruction	EL Assessment Results were used to support the needs of EL Students
OLSAT Results	OLSAT Results to be used to differentiate instruction	OLSAT results were used to identify GATE students and differentiate instruction

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Reclassified (RFEP) students will be monitored and given supports as appropriate.	Classroom teacher and EL Aide worked together to ensure EL Students were supported appropriately.	\$0	\$0

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Assess the needs of our ELD Program: <ul style="list-style-type: none"> Identify site ELD Lead Teacher 	Site Lead and EL Aide worked together to assess student progress. EL Aide worked with classroom teachers to determine	\$0	\$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> Use formative and local assessments for EL Students Use small group instruction and/or individual learning sessions	best way to support students.		
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Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Utilize MTSS to provide support for EL Students and monitor progress as students increase in skill by providing an instructional aide 12 hours a week.	EL Aide adjusted support for students as student needs changed.	\$20,000	\$17,000
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Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Identify GATE Site Coach. GATE Site Coach will present professional development on tools learned, at a minimum of two staff meetings per year. GATE Site Coach will serve as a resource for all school stakeholders.	GATE coach was identified and presented at two staff meetings. GATE coach worked with all teachers who needed help providing enrichment for students in their class.	\$0	\$0
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Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
After School GATE Class	Two afterschool GATE classes taught to support the needs of identified GATE Students	Funded by GATE grant	No Cost-funded by GATE grant

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Cornerstone teachers and the EL aide planned together to support EL students through push in and pull out services. A Cornerstone teacher received a grant and was able to provide two afterschool classes for identified students. Our GATE coach from Cornerstone presented at professional developments to the entire staff on tools learned and what GATE was doing to support our students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Having an EL aide at our site was extremely beneficial for our students in need of service. We were able to reclassify 4 students at the beginning of the 2018 school year. This is a reflection of the great support the students have received at Cornerstone. The EL aide and classroom teachers worked well together to develop a plan for each individual EL student. The after school GATE classes that were funded by the GATE grant was very popular and well received by students and parents.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a difference in our expenditures for our EL aide. The actual expenditures was less due to the fact that support hours and times were adjusted as student needs changed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our EL aide will focus more on pushing into the classrooms to provide support for students in need. She will work with the classroom teacher to determine and make plans for the best interventions for our EL students. (Goal 3, Section 2)

Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
100% of students participate in VAPA, Character Education and School-Wide Activities	100% of students will participate in VAPA units	100% students participated in VAPA units
Attendance Data	To increase our attendance rate by 2% we would have approximately 82% of our students attend school at a 92% or greater rate.	78% of our students attended school at a 92% or greater rate.
100% of parents participate in school-wide opportunities	100% parents participate in activities during the school day and/or after school activities	100% parents participated in activities either during the school day or after school
CA Healthy Kids District Report from 2015-16	All 5 th grade students will take the CA Healthy Kids Survey.	A small percentage of 5 th grade students participated in the online survey.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement SARB Procedures and monitor student attendance	Importance of accurate attendance reporting reviewed at staff meetings and system put into place to ensure	\$0	\$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	teachers taking attendance each morning in a timely manner. Parent conferences held when student tardies became a problem.		

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> • Student Council • Lunch Bunch • Spirit Assemblies • Family BBQ • Science Night • Year of Celebration 	Students and their families participated in a variety of activities both during the school day and beyond the day.	\$0	\$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
100% of parents participate in school activities	All parents volunteered in the classrooms or participated in after school activities.	\$0	\$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Character Education Program and School Assemblies	All classrooms participated in Harper for Kids Character Education Program. Character traits reviewed each month and 2 assemblies held.	\$0	\$0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
In compliance with new legislation, utilize a progressive discipline model (PBIS) that includes alternate means of correction and counseling support for students.	PBIS School Team attended year 1 trainings at LACOE and the school implemented a PBIS Behavior Matrix specific to Cornerstone.	\$0-District Funded	\$0-District Funded

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
VAPA: <ul style="list-style-type: none"> Continue to implement the Arts for All Grant K-5 Music Instruction Performing and Fine Arts 	3 rd grade participated in the Arts for All Grant and all students in grades K-5 participated in a grade level specific fine arts unit.	\$0-Booster Funded	\$0 – Booster Funded

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer CA Healthy Kids Survey to 5 th Grade Students as one measure to assess school climate and culture.	Small percentage of 5 th grade Cornerstone students opted to take the CA Healthy Kids Survey.	\$0	\$0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

At Cornerstone, we implemented and enforced SARB procedures and monitored student attendance. Numerous community events took place and there was a school wide event at least once a month. Parents continued to participate in school activities. We had 100% of our parents held in the classroom or with an after-school event. We completed year one of PBIS and completed a school wide matrix, a discipline matrix, and a flow chart for managing behaviors. VAPA continued for grades K-5 and all students participated. The CA healthy kids survey was administered, but we had a large percentage of students opt-out of the survey.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The community nights held at Cornerstone were all extremely successful. The Science Night, Family BBQ, Year of Celebrations, and parent ed nights had a large turnout of families. Since we started PBIS, our discipline problems have started to decrease and we have noticed that the students are much more aware of expectations during the school day. The VAPA programs were well received by students and parents.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We would like our attendance rate to improve and we will continue to focus on implementation of SARB and holding parent meetings when attendance is a concern (Goal # 4, Strategy 1)