

The Single Plan for Student Achievement

School: Central Elementary School
CDS Code: 37682216038731
District: National School District
Principal: Steven Sanchez
Revision Date: December 19, 2018

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

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

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The District Governing Board approved this revision of the SPSA on February 27, 2019.

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School Vision and Mission

Central Elementary School's Vision and Mission Statements

At Central School We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

At Central School We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

School Profile

This document is a single, comprehensive school plan designed to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The plan provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the plan includes elements found by educational research and professional practice to be priority to the success of plans to improve student academic performance.

Central School operates a School-Based Coordinated Program, which provides coordinated instructional and auxiliary services to meet the needs of English learners, educationally disadvantaged pupils, E.S.E.A. Title 1 pupils, gifted and talented pupils, and pupils with exceptional needs. This plan describes the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Staff members provide targeted services to these pupils, communicate regularly, collaborate regarding the provision of services to ensure seamless curriculum delivery, and review and analyze student progress on a regular basis. These staff members use the SST (Student Study Team) and the RTI (Response to Intervention and Instruction) process to ensure communication and coordination of services. Central School also complies with all requirements for schools participating in the School-Based Coordinated Program as outlined in Ed Code Sections 52850-52863.

National School District Demographic Profile

National City is a diverse community composed of mostly low-income, underemployed residents. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four). It is the 13th poorest city in the nation and the second poorest in California. More than 40% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population and an extremely high percentage of English Language Learners (55% district-wide). One in three of our students live below the poverty level.

Central School Demographic Profile

Central School has a total enrollment of 589 students in grades Transitional Kindergarten to grade six. Our school community is comprised of 85% Hispanic or Latino students, 4% Filipino students, 3.5% Asian students, 2.6% White students, 2% African American students, and 0.5% Native Hawaiian or Pacific Islander students. Sixty-six percent of the students at Central School are English learners, 14% are students with disabilities, and 0.5% are foster youth.

Students attend school for 180 days per school year. Average instructional minutes per day for all students are 305 per day. There are 37 minimum days per school year, which are used for teacher planning, professional development, and grade level collaboration meetings.

Central School provides a free breakfast and lunch program for all students.

Central staff works collaboratively to ensure our students receive high-quality instruction and they implement the following: consistent daily instruction integrating California Content Standards; University of Irvine (UCI) Mathematics framework, Benchmark Literacy and American Reading Company; Systematic English Language Development (SELD); Learning Headquarters writing; differentiated instruction to meet the needs of all students; regular grade level Data Team meetings; Response to Intervention

(RtI2); and use of supplemental software programs (SuccessMaker, Imagine Learning, Renaissance Place).

Central staff has received professional development on the implementation of the UCI Mathematics Framework, Restorative Practices training, and will be receiving training on ELD/ELA framework as well as training on the Benchmark Literacy adoption.

At Central School Positive Behavior Interventions and Supports and Restorative Practices are implemented to help support positive social development.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Central uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year. During the cabinet walk-throughs, evidence of district initiatives is observed and feedback to staff and the principal is provided. All walk-through information is used to determine next steps and the level to which the actions actions of the SPSA are being implemented.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

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

The District's thematic goal "Re-" provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the districtwide vision, our school will focus on instructional design to support the implementation of the Common Core State Standards.

Central School has implemented the UCI Mathematics framework and will be implementing the Benchmark Literacy ELA adoption this year. We will continue to use formative as well as summative assessments to guide their instruction. In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in Math and ELA.

Spanish-speaking students enrolled in the Spanish to English Transition (SET) program (Kindergarten - Second), receive primary language instruction using district adopted core materials along with Spanish-English Biliteracy Transfer (SEBT) instructional resources to transfer literacy skills to English. All English learners participate in a designated, leveled English language development program for 40 minutes, four times weekly using Systematic ELD (SELD) instructional materials. Teachers will be receiving training this school year on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Special Day classes supplement the core curriculum with Cambium Learning's Language! program, Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Read About computer programs to develop comprehension and vocabulary skills.

The SuccessMaker reading and mathematics software program supports the standards-based curriculum at Central School in kindergarten through sixth grade students. All students also have access to online software, GO Math.

We are committed to providing rich and meaningful learning experiences for each and every student. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

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

Central School complies with and monitors implementation of instructional time for language arts, mathematics, English Language Development and physical education. The school also offers additional time for students requiring intervention in acquiring reading and mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk students' targeted goals. Differentiated instruction is also provided for our GATE identified and high achieving students.

Impact teachers are hired to provide small-group support in the reading labs. They work under the direction of the Language Arts Specialists with small groups of students providing additional literacy support. Our Language Arts Specialist provide a forum for ongoing communication between impact teachers and staff. Impact teachers and regular education teachers are used to supplement language arts.

Staffing and Professional Development

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

Central School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Renaissance STAR® Reading and Mathematics computer assessments are used for diagnostic purposes and ongoing progress monitoring. Grade-levels use the data team process to design common formative assessments used to make instructional decisions.

Students who are having difficulty performing at grade level standard at Central School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Teachers have been trained in Response to Instruction & Intervention (RtI2), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grade. Grade level RtI meetings are held approximately every 8 weeks to discuss specific students, research-based strategies, goals and next steps. The progress of Tier 1 students is monitored monthly while the progress of Tier 2 and Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. In addition to classroom interventions, additional resources may include the before and after school program REACH, or math, reading and language supplementary intervention classes both before and after school.

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Effective strategies are discussed and areas for improvement are analyzed. Primary grades focus in on SIPP outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in analyzing data on the literacy assessments from the language arts adoption. In writing, teaching staff are using Common Core rubrics from the Learning Headquarters program to assess student development.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with ESSA requirements. At Central School all teachers are Fully Qualified in accordance with ESSA requirements. The staff at Central School is involved in a program of ongoing professional development linked to the Common Core state Standards. Instructional planning is driven by the review of student outcomes on assessments that target focus standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data, including STAR Reading & Mathematics, CELDT, SBAC and district multiple measures assessments. The SBAC results will be analyzed as ongoing measurement to ensure that our students meet grade level Common Core Standards. The plan is developed through the collaborative efforts of the principal, site leadership team, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on areas identified for improvement or enhancement. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Throughout the year a number of early release Thursdays are provided for site-based professional development. Instructional Design to implement the Common Core State Standards and effective Data Teams to drive instructional decision-making are the focus of district staff development and supported by site-based activities.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site Language Arts Specialists, Resource Specialist, and through grade level or job-alike colleagues.

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

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Illuminate, and the NSD Data Warehouse.

Central School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site Language Arts Specialists, Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Our data team meetings are structured and calendared to progress through the cycle every two weeks. The focus of an individual meeting is determined by where the grade-level is in working in terms of the unit – pre-assessment data review and lesson design, monitoring or “mid-assessment” student work review and examining the cause and effect data, post-assessment data review and post-assessment. Effective strategies that are known to produce student achievement gains are discussed and areas for improvement are analyzed. Grade-level collaboration days are also included in the calendar throughout the year on Thursday minimum days. They can plan lessons and gather materials for appropriate instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Currently, the District is in the process of purchasing new English Language Arts instructional materials. We are in the process of purchasing materials from Benchmark as well as America Reading Company. Teacher input has been heavily considered in making this decision. iHoughton Mifflin Harcourt's Go Math! is the adopted math text, and has been approved by the state of California as being standards aligned.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their daily and weekly schedule to school administration to ensure adherence to the District guidelines.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists and Impact teachers work with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2018-19. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2018-2019.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Impact teachers that help reduce the ratio of students to teachers, and also provide targeted intervention in ELA.
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Description of Barriers and Related School Goals

Central School has a large population of English Language Learners. Sixty-six percent of the total student enrollment at Central School are ELLs. Although learning a second language comes with its challenges, the fact that our students speak more than one language enriches our school community.

This year we have a strong focus on the social emotional well being of our students. In Goal #5 a description of all the resources and programs that are in place in order to address this aspect of our students.

Our population in National City is socio-economically disadvantaged community. All students at Central School receive free and reduced breakfast and lunch.

Increasing attendance is always a concern and a goal for our school. At this time in the year we are up .42% as compared to last year for the first portion of the school year. Efforts such as a School-wide Attendance Initiatives are in place as well as support from our Attendance Officer. Together with the Health Team, Administrator and Attendance Clerk, scheduled Pre Student Attendance Review Board meetings with parents are conducted to work with families on improving student attendance.

Our school's goals can be viewed in the following sections.

ELA- School Goal #1

Math -School Goal #2

English Language Learners- School Goal #3

Students with Disabilities- School Goal #4

School Climate- School Goal #5

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	87	77	85	82	75	85	82	75	91.4	94.3	97.4
Grade 4	98	89	79	94	88	78	93	88	78	95.9	98.9	98.7
Grade 5	92	89	84	91	87	83	91	87	83	98.9	97.8	98.8
Grade 6	99	87	93	99	86	92	99	86	92	100	98.9	98.9
All Grades	382	352	333	369	343	328	368	343	328	96.6	97.4	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2403.6	2384.0	2405.1	20	10.98	20.00	16	20.73	18.67	26	25.61	22.67	38	42.68	38.67
Grade 4	2423.6	2457.7	2456.0	11	27.27	20.51	18	17.05	23.08	28	19.32	25.64	43	36.36	30.77
Grade 5	2462.5	2478.2	2486.1	9	13.79	18.07	27	31.03	25.30	14	22.99	24.10	49	32.18	32.53
Grade 6	2546.7	2535.2	2528.7	16	20.93	22.83	45	36.05	28.26	28	23.26	26.09	10	19.77	22.83
All Grades	N/A	N/A	N/A	14	18.37	20.43	27	26.24	24.09	24	22.74	24.70	35	32.65	30.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	10.98	22.67	36	39.02	36.00	48	50.00	41.33
Grade 4	13	18.18	17.95	41	52.27	53.85	46	29.55	28.21
Grade 5	14	18.39	22.89	37	48.28	44.58	48	33.33	32.53
Grade 6	15	22.09	22.83	59	52.33	45.65	26	25.58	31.52
All Grades	14	17.49	21.65	44	48.10	45.12	42	34.40	33.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	10.98	13.33	40	43.90	37.33	46	45.12	49.33
Grade 4	8	21.59	17.95	47	42.05	46.15	45	36.36	35.90
Grade 5	12	20.69	18.07	46	45.98	45.78	42	33.33	36.14
Grade 6	20	29.07	26.09	65	43.02	42.39	15	27.91	31.52
All Grades	14	20.70	19.21	50	43.73	42.99	36	35.57	37.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	12.20	21.33	68	65.85	57.33	20	21.95	21.33
Grade 4	6	18.18	12.82	73	54.55	61.54	20	27.27	25.64
Grade 5	9	10.34	13.25	67	68.97	59.04	24	20.69	27.71
Grade 6	19	17.44	13.04	76	70.93	67.39	5	11.63	19.57
All Grades	12	14.58	14.94	71	65.01	61.59	17	20.41	23.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	20.73	26.67	44	42.68	41.33	26	36.59	32.00
Grade 4	10	35.23	33.33	49	40.91	47.44	41	23.86	19.23
Grade 5	14	26.44	24.10	56	37.93	51.81	30	35.63	24.10
Grade 6	45	39.53	42.39	45	43.02	43.48	9	17.44	14.13
All Grades	25	30.61	32.01	49	41.11	46.04	26	28.28	21.95

Conclusions based on this data:

1. The overall number of students meeting and exceeding the ELA standards remained relatively the same from 2017 to 2018.
2. The overall number of students performing below standard in reading and writing has decreased from 2015/2016 to 2017/2018.
3. The percentage of students performing at or near standard in the listening domain remained the same from 2017 to 2018. Our school had an instructional focus of speaking and listening throughout the 2017-2018 school year. Continuing a focus on developing our students' listening and speaking skills will help build vocabulary, however additional time will be designated to ensure students have time to read independently to help support their vocabulary development.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	86	77	91	86	77	91	86	77	97.8	100	100
Grade 4	98	89	79	94	89	78	93	89	78	95.9	100	98.7
Grade 5	92	89	84	91	87	84	91	87	84	98.9	97.8	100
Grade 6	99	87	93	99	86	92	99	86	92	100	98.9	98.9
All Grades	382	351	333	375	348	331	374	348	331	98.2	99.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2422.0	2404.5	2398.1	15	10.47	9.09	25	26.74	22.08	33	24.42	28.57	26	38.37	40.26
Grade 4	2463.6	2453.3	2451.4	16	13.48	8.97	24	20.22	26.92	35	37.08	28.21	25	29.21	35.90
Grade 5	2455.0	2490.7	2473.5	4	16.09	10.71	10	19.54	14.29	40	33.33	29.76	46	31.03	45.24
Grade 6	2536.5	2519.8	2533.2	18	16.28	22.83	30	25.58	22.83	31	29.07	26.09	20	29.07	28.26
All Grades	N/A	N/A	N/A	14	14.08	13.29	22	22.99	21.45	35	31.03	28.10	29	31.90	37.16

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	19.77	14.29	35	36.05	35.06	38	44.19	50.65
Grade 4	28	19.10	19.23	28	31.46	30.77	44	49.44	50.00
Grade 5	5	21.84	16.67	32	37.93	29.76	63	40.23	53.57
Grade 6	37	25.58	34.78	34	40.70	29.35	28	33.72	35.87
All Grades	25	21.55	21.75	32	36.49	31.12	43	41.95	47.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	20.93	16.88	45	43.02	37.66	35	36.05	45.45
Grade 4	15	13.48	11.54	42	44.94	43.59	43	41.57	44.87
Grade 5	2	12.64	8.33	32	45.98	40.48	66	41.38	51.19
Grade 6	17	16.28	22.83	59	47.67	42.39	24	36.05	34.78
All Grades	14	15.80	15.11	45	45.40	41.09	42	38.79	43.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	16.28	18.18	53	44.19	48.05	23	39.53	33.77
Grade 4	26	16.85	12.82	52	50.56	48.72	23	32.58	38.46
Grade 5	7	14.94	13.10	41	51.72	40.48	53	33.33	46.43
Grade 6	13	17.44	28.26	67	48.84	38.04	20	33.72	33.70
All Grades	17	16.38	18.43	53	48.85	43.50	29	34.77	38.07

Conclusions based on this data:

1. The overall percentage of students meeting and exceeding standards decreased from 2017 to 2018 by 2.33%.
2. The total of students meeting and exceeding standards in 5th grade decreased by 10.63% compared to 2017. This is a pattern throughout the National School District.
3. Student achievement increased in the communicating reasoning domain. Our school instructional focus of speaking and listening will ensure students continue to grow in this domain through targeted instruction and additional opportunities for students to communicate their reasoning during class time.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1424.7	1429.8	1412.8	56
Grade 1	1447.6	1440.8	1453.8	41
Grade 2	1498.6	1489.1	1507.6	37
Grade 3	1479.1	1467.3	1490.6	37
Grade 4	1499.9	1491.1	1508.3	27
Grade 5	1513.6	1507.8	1519.0	30
Grade 6	1508.4	1504.0	1512.2	13
All Grades	1472.3	1467.1	1475.5	241

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	23.21	16	28.57	16	28.57	11	19.64	56
Grade 1	15	36.59	*	*	*	*	*	*	41
Grade 2	21	56.76	11	29.73	*	*	*	*	37
Grade 3	*	*	13	35.14	14	37.84	*	*	37
Grade 4	*	*	14	51.85	*	*	*	*	27
Grade 5	*	*	15	50.00	*	*	*	*	30
Grade 6	*	*	*	*	*	*	*	*	13
All Grades	62	25.73	82	34.02	60	24.90	37	15.35	241

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	26.79	20	35.71	*	*	13	23.21	56
Grade 1	14	34.15	*	*	*	*	*	*	41
Grade 2	25	67.57	*	*	*	*	*	*	37
Grade 3	*	*	20	54.05	*	*	*	*	37
Grade 4	*	*	16	59.26	*	*	*	*	27
Grade 5	14	46.67	13	43.33	*	*	*	*	30
Grade 6	*	*	*	*	*	*	*	*	13
All Grades	82	34.02	93	38.59	34	14.11	32	13.28	241

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	23.21	*	*	23	41.07	11	19.64	56
Grade 1	14	34.15	*	*	*	*	12	29.27	41
Grade 2	17	45.95	*	*	*	*	*	*	37
Grade 3	*	*	*	*	15	40.54	13	35.14	37
Grade 4	*	*	*	*	*	*	*	*	27
Grade 5	*	*	14	46.67	*	*	*	*	30
Grade 6	*	*	*	*	*	*	*	*	13
All Grades	50	20.75	58	24.07	76	31.54	57	23.65	241

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	26	46.43	25	44.64	*	*	56
Grade 1	19	46.34	11	26.83	11	26.83	41
Grade 2	27	72.97	*	*	*	*	37
Grade 3	*	*	27	72.97	*	*	37
Grade 4	*	*	17	62.96	*	*	27
Grade 5	15	50.00	15	50.00	*	*	30
Grade 6	*	*	*	*	*	*	13
All Grades	107	44.40	112	46.47	22	9.13	241

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	14	25.00	26	46.43	16	28.57	56
Grade 1	14	34.15	15	36.59	12	29.27	41
Grade 2	22	59.46	14	37.84	*	*	37
Grade 3	15	*	20	54.05	*	*	37
Grade 4	11	40.74	15	55.56	*	*	27
Grade 5	16	53.33	12	40.00	*	*	30
Grade 6	*	*	*	*	*	*	13
All Grades	89	36.93	109	45.23	43	17.84	241

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	21.43	34	60.71	*	*	56
Grade 1	17	41.46	12	29.27	12	29.27	41
Grade 2	25	67.57	*	*	*	*	37
Grade 3	*	*	19	51.35	17	45.95	37
Grade 4	*	*	19	70.37	*	*	27
Grade 5	*	*	19	63.33	*	*	30
Grade 6	*	*	*	*	*	*	13
All Grades	63	26.14	113	46.89	65	26.97	241

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	35.71	27	48.21	*	*	56
Grade 1	*	*	23	56.10	*	*	41
Grade 2	14	37.84	20	54.05	*	*	37
Grade 3	*	*	29	78.38	*	*	37
Grade 4	*	*	18	66.67	*	*	27
Grade 5	*	*	24	80.00	*	*	30
Grade 6	*	*	11	84.62	*	*	13
All Grades	53	21.99	152	63.07	36	14.94	241

Conclusions based on this data:

1. Speaking and Listening are the two domains where students are demonstrating more success. The instructional focus at Central on listening and speaking will continue to help develop this area for students.
2. This year there will be additional opportunities for students to read independently. This will help to develop our students' progress in the reading domain and will in turn develop our students' writing performance as well.
3. This was the baseline year for the ELPAC assessment. 18.81% of ELLs reached level 4 and 35.22% reached level 3. The instructional focus on speaking and listening as well as a focus on additional reading will help to increase the level of performance of our ELLs.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ELA
LEA/LCAP GOAL:
National School District students will be proficient in Common Core English Language Arts.
SCHOOL GOAL #1:
Improve English language arts achievement for all students by increasing overall student achievement from 44% to 49% meeting and exceeding standard by June 2019 as measured by CAASPP.
Data Used to Form this Goal:
2018-2019 CAASPP results
Findings from the Analysis of this Data:
The total percentage of student meeting and exceeding standard in ELA remained the same between 2017 and 2018. However, students exceeding the state standard increased from 18.37 to 20.43 percent. The percentage of students meeting the standard decreased from 26.24 to 24.09 percent.
How the School will Evaluate the Progress of this Goal:
Grade Level Data Teams will: *identify current state of student learning through common formative assessments *identify/infer the underlying causes of student error and misconceptions *prioritize needs *create common goals *agree upon common high-yield instructional strategies *identify teacher and student results indicators during instruction *evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data
Who are the focus students and what is the expected growth?
All students in the nearly met standard are expected to meet standard. Students that are currently meeting the state standard are expected to continue meeting the standard or exceed the state standard. Students that are not meeting the state standard are expected to increase a band and move to the nearly met standard band.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our strategic plan in supporting all students and significant subgroups through analysis of student results.
Which stakeholders were involved in analyzing data and developing this goal?

Instructional Leadership Team
School Site Council
English Learner Advisory Committee

What data will be collected to measure student achievement?

Ongoing summative, formative, and diagnostic assessments will monitor student growth. These include Renaissance STAR Reading, common formative assessments using priority standards, and CAASPP results.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Teacher’s lessons and student performance objectives will be based on the California Common Core Standards.</p> <p>2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Common Core Standards</p> <p>3. K-2 teachers will implement SIPPS (Systematic Instruction in Phonological Awareness, Phonics & Sight Words) with all students based on program assessment for proper placement. Benchmark will also be used for Foundational Skills.</p> <p>4. Purchase materials, production of materials, and supplies that align to common core standards</p> <p>5. Purchase Teacher computers, Promethean Bulbs, and other equipment necessary to effectively teach the Common Core standards.</p> <p>6. In house production of teacher master copies for the purpose of reproducing instructional materials aligned to Common Core standards and foundational skills.</p> <p>7. Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time and RTI meetings every seven weeks.</p>	July 2018 – June 2019	Teachers, Principal, Language Arts Specialist, Impact Teachers	<p>1. Principal daily walk-through observation of students working, review of student work evidence and student assessments.</p> <p>2.Principal daily walk-through observation of students working, review of student work evidence and student assessments.</p> <p>3.Principal daily walk-through observation of students working, review of student work evidence and student assessments.</p> <p>4. Materials and Supplies</p> <p>5. Materials and Supplies</p> <p>6. Production of Materials</p> <p>7.LAS Salary</p> <p>7. Impact Teachers Salary</p> <p>7. Impact Teacher Salary</p> <p>7. Additional portion of LAS Salary</p>	<p>None Specified</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>Title I</p> <p>LCFF</p> <p>Title I</p>	<p>35000</p> <p>5,000</p> <p>18,821</p> <p>46,034</p> <p>23,017</p> <p>122,719</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>1. Teachers will be given the opportunity to participate in professional development in ELA/ELD Common Core Standards</p> <p>2. All teachers will receive support on how to use Illuminate to enter student assessment data and access data reports</p> <p>3. All TK-6 teachers will participate in data teams through release time approximately every 2 weeks as provided by the Instructional Wheel structure. As needed data teams will examine progress in English language arts.</p> <p>4. Teachers will receive support for implementation California Common Core Standards</p> <p>5. Teachers will receive district level professional development on the newly adopted ELA materials. (Benchmark and American Reading Company, ARC)</p> <p>6. Teachers have opportunities to observe other teachers on site and off site and attend additional professional development through the SDCOE or other professional organizations.</p>	July 2018 - June 2019	Teachers, Principal, Ed. Services	<p>1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation.</p> <p>2. Teacher sign-in sheets of teachers who attended Illuminate training.</p> <p>3. Data team schedules and procedures established. Grade levels will make instructional decisions based on student data and student work evidence.</p> <p>4. Principal daily walk-through observation of teaching & learning for implementation.</p> <p>5. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation.</p> <p>6. Cost of substitute teachers</p> <p>6. Cost of substitute teachers</p> <p>6. Cost of Professional Development 10% of Title 1</p> <p>6. Cost of Travel and Conferences plus Mileage</p>	None Specified		
	August 2018 - June 2019	District Tech Resource Teacher		Title I	8,000	
	August 2018– May 2019	Teachers, Principal, Enrichment Teachers		LCAP	8,000	
	August 2018 - June 2019	Teachers, Principal		Title I	23,088	
	July 2018 – May 2019	Teachers, Principal		LCFF	6,000	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alternative Supports/Extended Learning Time:</p> <p>1. Before and after school programs will be developed to build targeted reading and language skills and additional support in acquiring English for priority students.</p> <p>2. Grades fourth through sixth will participate in the program Ocean Connectors and include one field trip experience aligned to the Common Core Standards and the unit designated for the individual grade level.</p> <p>3. Grades kindergarten through third grade will participate in one educational field trip throughout the year that align to the Common Core Standards.</p> <p>4. Additional materials, books, programs to support extended learning time.</p>	Nov 2018 - June 2019	Teachers, Principal	1. Teacher Extra Time to provide before and after school tutoring.		LCFF	25,000
			2. Educational field trips in grades TK-6		LCFF	6,000
			3. Educational field trips in grades TK-6		LCAP	6,000
			4. Additional instructional supplies		LCAP	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>1. All students will have an average of 200 minutes per week of direct instructional time working on grade-level reading skills at their instructional level and organized in small, teacher-directed homogeneous groups.</p> <p>2. Students identified through the RtI2 process will receive additional assistance from the reading/language arts specialist, and/or impact teacher</p> <p>3. K-6 students identified through the RtI2 process will receive appropriate services and access to materials.</p>	July 2018 – June 2019	<p>Teachers, Principal</p> <p>Language Arts Specialists, Impact Teachers</p> <p>Teachers, Principal</p>	<p>1. Teachers will provide a daily schedule to indicate when reading groups are planned. Principal daily walk-through observation of teaching & learning.</p> <p>2. Language Arts Specialist</p> <p>3. Impact Teachers</p> <p>Salaries provided in Goal 1 Action 1</p>		<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> • School Site Council • English Language Advisory Committee • DELAC Representative • Parent Meetings • Classroom Parent Volunteers • District Advisory Committee • Parent Conferences <p>PTA</p> <p>2. The district's Parent Engagement Resource Teacher will provide support for parents and the school community.</p>	August 2018-May 2019	Ed Services, Principal, Assistant Principal, District Resource Teacher for Parent Involvement	Parent Involvement		Title I	14,439

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Instructional Technology</p> <p>1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for assigned learning software programs:</p> <p>a. SuccessMaker Reading</p> <p>b. Imagine Learning</p> <p>c. Accelerated Reader</p> <p>2. Teachers will use STAR Reading on a consistent basis as a means to assess student level and ongoing progress monitor student growth.</p> <p>3. Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation</p> <p>4. In order for our students and teachers to have access to up to date equipment, such as teacher computers, docucams, printers, and equipment necessary to prepare materials, an equipment replacement line item on our budget is available.</p> <p>5. Ensure that teachers have up to date technology such as laptop computers to enhance instruction</p>	July 2018 – June 2019	Teachers, Principal	1. Principal daily walk-through observation of students using technology and access to learning software reports		None Specified		
			2. Principal will review STAR Reading reports.		None Specified		
						None Specified	
		Computer Systems Technician	3.Salary of Computer Systems Technician	Title I		8,834	
			3. Cost of Equipment	LCFF		122,283	
	Tech Liaison	4. Cost of stipend for Tech Liaison	Title I		1,000		
	Principal	5.Cost of new replacement computers	LCAP		98,853		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program</p> <p>1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with students enrolled in the REACH Before and/or After School Program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. REACH personnel support the involvement of their students in extra curricular activities that promote student achievement such as after school coding classes, Girls on the Run, before and after school interventions, student council activities and involvement, as well as school wide festivities in order to build a sense of community with the school.</p>	<p>July 2018– June 2019</p> <p>July 2018– June 2019</p> <p>August 2018 – May 2019</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Site Supervisor</p>	<p>1. Principal will provide the REACH Site Supervisor with the schoolwide goals. Together the REACH Site Supervisor and Principal will collaborate monthly to discuss the school and after school connection.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Students in REACH will be supported in participating in after school activities.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Preschool Articulation:</p> <p>1. Preschool staff provide our teachers input on incoming preschool students to ensure a smooth transition into kindergarten. Preschool staff shares ideas and strategies that assist with individual students in order to continue to support their academic and social development.</p> <p>2. The principal, counselor and speech and language pathologist work closely with preschool staff to ensure that any students with disabilities is being provided the appropriate services in order to meet their needs. Our counselor, preschool teachers, and the speech and language pathologist work closely with the parents of these children to ensure that parents are included in the decision making about the services their children will receive.</p>	March 2018– August 2019	Principal, Preschool Director, Teachers	Salary for Counselor		District Funded None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS 1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment 2. Principal is an active part of the PBIS Committee monthly meetings 3. Weekly lessons' focus to be noted in the weekly bulletin and in announcements 4. Illuminate data to be used for decision making related to behavioral expectations on a monthly basis	August 2018- June 2019	Principal, Assistant Principal, Tier 1 and 2 PBIS committees, Classroom Teachers	Cost of Teacher extra time to attend PBIS meetings after school Cost of purchasing additional visuals that communicate PBIS school wide	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF LCFF	5,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
The percentage of ALL students achieving advanced and proficient in the area of Mathematics on the SBAC Math Assessment will increase from 34.74% TO 38.21 as measured by the SBAC Math Assessment administered in May 2019.
SCHOOL GOAL #2:
Improve mathematics achievement for all students by increasing overall student achievement from 34.74% TO 38.21 meeting or exceeding standard by June 2019 as measured by CAASPP.
Data Used to Form this Goal:
2018-2019 CAASPP results
Findings from the Analysis of this Data:
Our overall student achievement in the area of mathematics when compared to 2017 decreased from 37.07% to 34.74%. Both the amount of students exceeding the standard and meeting the standards decreased from 14.08 to 13.29 percent and 22.99 to 21.45 percent respectively.
How the School will Evaluate the Progress of this Goal:
Grade Level Data Teams will: *identify current state of student learning through common formative assessments *identify/infer the underlying causes of student error and misconceptions *prioritize needs *create common goals *agree upon common high-yield instructional strategies *identify teacher and student results indicators during instruction *evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data
Who are the focus students and what is the expected growth?
The targeted students are all students who scored proficient or above on the SBAC Math Assessment in 2018 and in addition students who scored in the Nearly Met range on this assessment. These are students in grades 3rd through 6th.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our strategic plan in supporting all students and significant subgroups through analysis of student results.
Which stakeholders were involved in analyzing data and developing this goal?

Instructional Leadership Team
 School Site Council
 English Learner Advisory Committee

What data will be collected to measure student achievement?

Ongoing summative, formative, and diagnostic assessments will monitor student growth. These include Renaissance STAR Math, common formative assessments using priority standards, and CAASPP results.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: 1. Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"> Teachers meet bi-monthly in grade level teams to analyze data, progress monitor students and adjust instructional plans. 2. Teachers engage in the five-step Data Team process in order to analyze assessment results, identify student needs, set goals, identify effective instructional strategies, determine adult actions that help improve student achievement.	July 2018- June 2019	Teachers, Principal, Instructional Wheel Teachers	1. Principal daily walk-through observation of classroom instruction. 2. Instructional Wheel Teachers- District funds		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: 1. Teachers will be given the opportunity to participate in professional development in Mathematics Common Core Standards throughout the school year through the University of Irvine. 2. All teachers will receive support on how to make use of Illuminate to make instructional decisions 3. All TK-6 teachers will participate in data teams through release time approximately every 2 weeks as provided by the Instructional Wheel structure. Data teams will focus on progress toward goals in mathematics.	July 2018- June 2019	Teachers, Principal, Ed. Services	1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation. 2. District level professional development will occur and provided by the District's Technology Resource Teacher and Site Tech Liaison 3. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions.		None Specified	
	July 2018- June 2019	Technology Liaison, Principal				
	August 2018- June 2019	Teachers, Principal, Enrichment Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to support Tier III students to build targeted mathematics concepts and skills including through primary language support.</p>	August 2018– April 2019	Teachers, Principal	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Pre- and post-intervention data. Principal and/or designee observation of intervention implementation; teaching & learning.</p> <p>Cost of extended learning time is included in Goal 1 section: Extended Learning Time</p>		None Specified	
<p>Increased Educational Opportunity:</p> <p>1. All students will have an average of 320 minutes per week of direct instructional time working on grade-level mathematics concepts and skills, organized in small, teacher-directed homogeneous groups as needed.</p> <p>2. Students identified through the RtI2 process will receive additional assistance from an impact teacher</p> <p>3. K-6 students identified through the RtI2 process will receive appropriate services and access to materials.</p>	August 2018- June 2019	Teachers, Principal, Impacts	<p>1. Teachers will provide a daily schedule to indicate when mathematics instruction is planned. Principal daily walk-through observation of teaching & learning.</p> <p>3. Priority student progress monitoring will occur during RtI2 meetings approximately every 6 weeks. Priority students are observed by principal during daily classroom observations.</p>		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Title I Parent meeting will be held to share plans for meeting the school's goals</p> <p>2. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standards</p> <p>3. Family curriculum nights will be offered to provide additional information and strategies for assisting students.</p> <p>4. Training and classes will be offered for parents to increase their ability to assist their child</p> <p>5. Childcare will be offered during parent training/classes as a strategy to increase participation.</p> <p>6. Recognize student achievement and growth toward mathematics goals.</p> <p>7. The district's Parent Engagement Resource Teacher will provide support for parents and the school community.</p>	June 1, 2018	Ed Services, Principal	1. Copy of letter			0
	August 2018	Principal	2. Meeting agenda, sign-in sheet and presentation materials.			0
	November 2018 & March 2019	Principal, Teachers	3. Principal will review conference schedules.			0
	October 2018– May 2019	Principal	Assistance will be provided to teachers to ensure all conferences are held.			
	September 2018– May 2019	Principal, Childcare providers	4. Meeting notices, sign-in sheets, presentation materials and feedback forms.		None Specified	
	September 2018– May 2019	Teachers, Principal	5. Meeting notices, sign-in sheets, presentation materials and feedback forms			
	Ongoing		6. Time sheets and child attendance 7. Records of student recognition.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for SuccessMaker Mathematics.</p> <p>2. Teachers will use STAR Mathematics on a consistent basis as one means to assess student level and ongoing progress monitor student growth.</p>	July 2018– June 2019	Teachers, Principal	<p>1. Principal daily walk-through observation of students working and weekly review of learning software reports.</p> <p>2. Principal will review STAR Mathematics reports.</p>		None Specified	
<p>Involvement of After School Program</p> <p>1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with students enrolled in the Before and/or After School Program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. Priority students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion</p>	<p>July 2018– June 2019</p> <p>October 2018– May 2019</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Site Supervisor</p>	<p>1. Principal will provide the REACH Site Supervisor with the schoolwide goals. Together the REACH Site Supervisor and Principal will periodically review REACH designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Site Supervisor will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Preschool Articulation:</p> <p>1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations.</p> <p>2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs.</p>	<p>March 2018– May 2019</p> <p>August 2018– December 2019</p>	Principal, Preschool Director, Teachers	<p>1. Principal and Preschool Director will arrange for observations</p> <p>2. Principal and Preschool Director will arrange for collaboration</p>		<p>None Specified</p> <p>None Specified</p>	
<p>PBIS</p> <p>1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment</p> <p>2. Principal is an active part of the PBIS Committee monthly meetings</p> <p>3. Weekly lessons' focus to be noted in the weekly bulletin and in announcements</p> <p>4. Illuminate data to be used for decision making related to behavioral expectations on a monthly basis</p>						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA/LCAP GOAL:
English learners are prepared to compete in a global society.
SCHOOL GOAL #3:
ELA-The percentage of English Language Learner students achieving advanced and proficient in the area of English Language Arts on the SBAC Reading Assessment will increase from 33.8 to 37.2% measured by the SBAC Reading Assessment administered in May 2019.
Math- The percentage of English Language Learner students achieving advanced and proficient in the area of Mathematics on the SBAC Math Assessment will increase from 26% to 28.6% as measured by the SBAC Math Assessment administered in May 2019. Once the data is available we will revisit and adjust our goals for 2018-2019 accordingly.
Data Used to Form this Goal:
2018-2019 CAASPP results
Findings from the Analysis of this Data:
ELLs at Central School met the desired goal in 2018. Their increase went from 26% to 33.8% in English Language Arts. In Mathematics the ELL population did not meet the desired goal. However, they did increase from 25% to 26%.
How the School will Evaluate the Progress of this Goal:
Grade Level Data Teams will: *identify current state of English learner progress through common formative assessments *identify/infer the underlying causes of student error and misconceptions *prioritize needs *create common goals *agree upon common high-yield instructional strategies *identify teacher and student results indicators during instruction *evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data
Who are the focus students and what is the expected growth?
The targeted students are all students who scored proficient or above on the SBAC Reading and Math SBAC Assessment in 2018 and in addition students who scored in the Nearly Met range on this assessment. These are students in grades 3rd through 6th.
How does this goal align to your Local Educational Agency Plan goals?

This goal aligns with our strategic plan in supporting all students through the careful analysis of student results.

Which stakeholders were involved in analyzing data and developing this goal?

Instructional Leadership Team
School Site Council
English Learner Advisory Committee

What data will be collected to measure student achievement?

Ongoing summative, formative, and diagnostic assessments will monitor student growth. These include Renaissance STAR Reading, common formative assessments using priority standards, CAASPP results, and ELPAC data.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Teachers meet bi-monthly in grade to analyze data, progress monitor students and plan as a team in Data Team meetings.</p> <p>2. Teachers collaborate to review formative/summative data and to plan instruction around challenging priority standards. This school year our instructional program must focus on best practices, and effective teaching strategies that are proven to be effective with English Language Learners. During our Data Team meetings teachers are identifying the specific needs of our English Language Learners and identifying effective instructional practices to implement in order to meet their needs.</p> <p>3.. The needs and goals of our English Language Learners are also reviewed and discussed in our RTI meetings in order to provide effective interventions to our students.</p>	<p>July 2018- June 2019</p> <p>July 2018-August 2019</p>	<p>The Language Arts Specialist coordinates and facilitates RTI meetings.</p> <p>Substitute teachers and Impact Teachers are used to release teachers for collaboration during RTI meetings</p> <p>Assessment Center Team</p>	<p>1. Instructional Wheel Teachers- District LCAP Funding</p> <p>2. Instructional Wheel Teachers- District LCAP</p> <p>Funding of Language Arts Specialist Included in Goal 1, Section 1</p> <p>3. Funding of Language Arts Specialist Included in Goal 1, Section 1 Cost of Substitute Teachers is Included in Goal 1, Section 1.</p> <p>4. LCAP- Cost of Professional Development provided by the district.</p> <p>5. Cost of Assessment Center Personnel</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>None Specified</p> <p>Title I</p>	<p>5,760</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>1. This year all teachers will receive training on the ELD/ELA framework. Teachers will learn about integrated ELD and how to strategically design lessons that include both ELD and ELA standards in order to continue to develop ELLs English proficiency.</p> <p>2. All teachers will receive support on how to use Illuminate learning software to make instructional decisions for English learners</p> <p>3. All TK-6 teachers will participate in data teams through release time approximately every 2 weeks as provided by the Instructional Wheel structure. Data teams will focus on the progress of English learner students.</p>	July 2018- June 2019	Teachers, Principal, Ed Services, EL Liaisons, Enrichment Teachers, District Resource Teachers, Impact Teachers	<p>1. LCAP- Cost of Professional Development provided by the district.</p> <p>2. Professional Development provided by District Technology Resource Teacher</p> <p>3. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions with a focus on English learners.</p>		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alternative Supports and Extended Learning Time:</p> <p>1. Before and after school Alternative Support programs will be developed to build targeted English language skills of Long-Term English Learners and At-Risk students.</p> <p>2. Interventions are in place during the school day to provide additional support in the area of ELA to identified ELL students that are below grade level. These interventions take place both in the classroom as well as in the Reading Lab.</p>	July 2018- June 2019	Impact Teachers, Classroom Teachers, Language Arts Specialist, Principal, Assistant Principal	<p>Salary for Impact Teachers Is Included in Goal 1, Section 1.</p> <p>Funding of Language Arts Specialist Included in Goal 1, Section 1</p>			
<p>Increased Educational Opportunity:</p> <p>1. English learners will receive grade-level instruction in all core content areas.</p> <p>2. Teachers will provide additional support to English learners in all subject areas by employing appropriate research-based ELL strategies.</p> <p>3. Students identified through the Rt12 process will receive additional assistance in acquiring English from the reading/language arts specialist and/or impact teacher.</p>	<p>July 2018- June 2019</p> <p>August 2018– June 2019</p>	<p>Teachers, Principal</p> <p>Language Arts Specialists</p>	<p>1. Principal daily walk-through observation of student learning and classroom teacher instruction</p> <p>2. Teachers will provide agreed upon ELL teaching strategies</p> <p>3. The Language Arts specialist will provide additional interventions in the acquisition of literacy to identified ELLs.</p>		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. The school's English Learner Advisory Committee will meet regularly to discuss ways parents can ensure the success of their English learner students.</p> <p>2. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard and English language proficiency</p> <p>3. Involvement of Parents, Staff and Community:</p> <p>4. Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> • School Site Council • English Language Advisory Committee • DELAC Representative • SST Parent Meetings • Classroom Parent Volunteers • District Advisory Committee • Parent workshops <p>PTA</p> <p>5. Our Bilingual Liaison works with Ed. Services and teaching staff to ensure that students that have made the necessary progress in the acquisition of English get redesignated. Data is looked at to make the informed and professional decision to redesignate ELLs to RFEPs (Redesignated Fluent English Proficient)</p>	<p>September 2018– May 2019</p> <p>November 2018 & March 2019</p> <p>Ongoing</p>	<p>Ed Services, Principal, Teachers, Assistant Principal, Bilingual Liaison</p>	<p>1. Meeting agendas, sign-in sheets and presentation materials</p> <p>2. Parent conference sign in sheets</p> <p>3. Inclusion of parents and community at school festivities and events</p> <p>4. Parent meeting sign in sheets and minutes from ELAC and SSC meetings</p> <p>5. Record of student recognition and cost of Bilingual Liaison</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>1. Targeted English learner students will be provided with direct instruction for implementation and given daily access to Imagine Learning software program.</p>	July 2018- June 2019	Teachers, Principal	1. Principal daily walk-through observation of students working and review of learning software reports		None Specified	
<p>Involvement of After School Program</p> <p>1. Schoolwide goals for English learners will be articulated to the after-school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with English learner students in the Before and/or After School Program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. Priority English learner students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion.</p>	<p>July 2018– June 2019</p> <p>October 2018– May 2019</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Lead Coach</p>	<p>1. Principal will provide the REACH Site Supervisor with the school wide goals. Together the Site Supervisor and Principal will collaborate monthly.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Site Supervisor will provide an updated Before and After School Program enrollment.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Preschool Articulation:</p> <p>1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations with a focus on how needs of English learners are addressed.</p> <p>2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs.</p>	<p>August 2018– May 2019</p> <p>August 2018– December 2019</p>	Principal, Preschool Director, Teachers	<p>1. Principal and Preschool Director will arrange for observations</p> <p>2. Principal and Preschool Director will arrange for collaboration</p>		<p>None Specified</p> <p>None Specified</p>	
<p>PBIS</p> <p>1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment.</p> <p>2. Principal is an active part of the PBIS Committee monthly meetings.</p> <p>3. Weekly lessons' focus to be noted in the weekly bulletin and in announcements.</p> <p>4. Illuminate data to be used for decision making related to behavioral expectations on a monthly basis.</p>						

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: English Language Arts and Mathematics for Students with Disabilities
LEA/LCAP GOAL:
National School District students will be proficient in Common Core English Language Arts and Math standards.
SCHOOL GOAL #4:
ELA-The percentage of Students with Disabilities achieving advanced and proficient in the area of English Language Arts on the SBAC Reading Assessment will increase from 11.9% of students meeting the Standard Met band to 13.09% meeting the Standard Met band measured by the SBAC Reading Assessment administered in May 2018.
Math- The percentage of Students with Disabilities achieving advanced and proficient in the area of Mathematics on the SBAC Math Assessment will increase from 9.52% to 10.5% as measured by the SBAC Math Assessment administered in May 2019.
Data Used to Form this Goal:
2018-2019 CAASPP/CAA results
Findings from the Analysis of this Data:
Special education identified students demonstrated a 5.08% gain last year in English Language Arts and a 2.7% gain in Mathematics.
How the School will Evaluate the Progress of this Goal:
Special Education Data Teams will: *Identify current state of student progress through common formative assessments *Identify/infer the underlying causes of student error and misconceptions *Prioritize needs *Create common goals *Agree upon common high-yield instructional strategies *Identify teacher and student results indicators during instruction *Evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data
Who are the focus students and what is the expected growth?
All identified special education students will be expected to make growth.
How does this goal align to your Local Educational Agency Plan goals?
This goal aligns with our strategic plan in supporting all students through the careful analysis of student results.

Which stakeholders were involved in analyzing data and developing this goal?

Instructional Leadership Team
School Site Council
English Learner Advisory Committee

What data will be collected to measure student achievement?

Ongoing summative, formative, and diagnostic assessments will monitor student growth.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> 1. Teacher’s lessons and student performance objectives will be based on the California Common Core Standards and Rigorous Curriculum Design Units 2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Common Core Standards with appropriate scaffolding and supports provided for students with disabilities. 3. Protect RSP schedules to ensure that all students with IEPs that are RSP students receive their dedicated support that is aligned to their IEP goals. 4. Teachers will adjust expectations based on student individual need and goals of their Individualized Education Plan. 	July 2018-June 2019	Teachers, Principal	<ol style="list-style-type: none"> 1. Principal daily walk-through observation of student learning and classroom instruction. 2. Principal daily walk-through observation of student learning and classroom instruction. 3. IEP schedules will be coordinated with classroom schedules to ensure dedicated support is occurring. 4. Classroom teachers will differentiate instruction and assignments based on the needs of students with IEPs. 		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>1. Special Education teachers will be given the opportunity to participate in professional development to deepen implementation of their assigned curricular program: Read180, Language!, Read Well and Unique.</p> <p>2. Special Education teachers will participate in data teams with job-alike staff from other NSD schools through release time approximately every 2 weeks as provided by the Instructional Wheel structure. Data teams will focus on progress toward program specific goals.</p> <p>3. Special Education teachers will be given the opportunity to attend training on adapting Common Core for special needs populations.</p>	<p>July 2018– June 2019</p> <p>August 2018– June 2019</p>	<p>Teachers, Student Services, Principal</p> <p>Teachers, Principals, Enrichment Teachers</p> <p>Teachers, Principal, Assistant Principal, Specialists, School Psychologist</p>	<p>1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation.</p> <p>2. Data teams schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation.</p> <p>3. Teacher registration. Administrator attendance at IEP meetings to monitor for implementation.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time: 1. Before and after school programs will be developed in reading/language arts, mathematics and English language development and, where applicable, special needs students will be given the opportunity to participate alongside general education students.</p>	August 2018– June 2019	Teachers, Principals	<p>1. Grade-level and special education intervention program proposals. Records of request for student participation and student attendance. Pre- and post-intervention data. Principal and/or designee observation of intervention implementation, teaching & learning. (Funding accounted for in Goal #1 and #2)</p>			
<p>Increased Educational Opportunity: 1. Identified students will be provided with a core replacement English language arts programs: Read180 for RSP Language! for SDC (Mild-Moderate) Unique for SDC (Moderate-Severe)</p> <p>2. As often as possible, special needs students will participate in the regular education program at their grade-level through a formalized mainstreaming plan</p>	<p>July 2018- June 2019</p> <p>August 2018- June 2019</p>	<p>Ed. Services, Principal, Teacher</p> <p>Teacher, Principal</p> <p>Teachers, School Psychologist, Specialists, Principal</p>	<p>1. Teachers will provide a daily schedule. Principal daily walk-through observation of teaching & learning.</p> <p>2. Appropriate plans for mainstreaming will be included in Individualized Education Plans. Special education teachers will consult with general education teachers to determine opportunities.</p> <p style="text-align: right;">None Specified</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. IEP meetings will be scheduled in consultation with parents to ensure participation.</p> <p>2. Parent-Teacher conferences will be held to explain individual students' progress toward meeting IEP goals.</p> <p>3. The district's Parent Engagement Resource Teacher will provide support for parents and the school community.</p> <p>4. Recognize student achievement and growth toward goals.</p>	June 1, 2018	Ed Services, Principal	1. Copy of IEP Signature pages.			
	July 2018- June 2019	Teachers, Specialists, School Psychologist, Principal	2. Copy of meeting notices and contact logs.			
	November 2018 & March 2019		3. Meeting notices, sign-in sheets, presentation materials and feedback forms.			
	August 2018– May 2019	District Resource Teachers	4. Records of student recognition.		None Specified	
	August 2018– May 2019	Principal	All costs associated to parental involvement has been outlined in Goal 1.		None Specified	
Ongoing	Principal, Childcare providers					
		District Resource Teachers, Principal				
<p>Instructional Technology</p> <p>1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for assigned learning software programs.</p> <p>2. Teachers will use STAR Reading, STAR Mathematics, Imagine Learning, and other assessment programs pertaining to the Special Education curriculum, on a consistent basis as a means to assess student level and ongoing progress monitor student growth.</p>	July 2018-June 2019	Teachers, Principal	1. Principal daily walk-through observation of students working and weekly review of learning software reports.		None Specified	
			2. Principal will review online assessment data			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program</p> <p>1. School-wide goals will be articulated to the after school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with identified special education students enrolled in the Before and/or After School program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. Priority special education students currently enrolled in the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion.</p>	<p>July 2018– June 2019</p> <p>August 2018– June 2019</p> <p>September 2018– May 2019</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Lead Coach</p>	<p>1. Principal will provide REACH Site Supervisor with the schoolwide goals. Together the Site Supervisor and Principal will periodically review REACH designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Site Supervisor will collaborate with Principal and classroom teachers to review rosters for any students that may attend REACH and are in need of additional support after school.</p>			
<p>Preschool Articulation</p> <p>1. Special education kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations.</p> <p>2. Special education teachers will meet at least once yearly with Preschool teachers of special education students to review student needs.</p>	<p>September 2018– May 2019</p> <p>August 2018– December 2019</p>	<p>Principal, Preschool Director, Teachers</p>	<p>1. Principal and Preschool Director will arrange for observation</p> <p>2. Principal and Preschool Director will arrange for collaboration.</p>		<p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PBIS</p> <ol style="list-style-type: none"> 1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment 2. Principal is an active part of the PBIS Committee monthly meetings 3. Weekly lessons' focus to be noted in the weekly bulletin and in announcements 4. Illuminate data to be used for decision making related to behavioral expectations on a monthly basis 			<ol style="list-style-type: none"> 1. Fidelity inventory process will provide the observation feedback of PBIS evidence in the classrooms. 2. PBIS meeting will occur every month. Both PBIS Tier 1 and PBIS Tier 2 will meet to discuss school expectations and review Illuminate data to make informed decisions about improving student behavior at school. 3. Samples of bulletins that include weekly lessons. 4. Sign in sheets of monthly PBIS meetings and minutes from meetings <p>All costs associated with PBIS have been outlined in Goal 1.</p>			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: School Climate
LEA/LCAP GOAL:
Provide safe environments that promote social, emotional, and physical wellness
SCHOOL GOAL #5:
Based on the California Dashboard accountability system, our goal is to improve our level on the measuring tool on the California Dashboard. Currently we are in the yellow band. Our goal would be to improve to the green band.
Data Used to Form this Goal:
We will use suspension data from the California Dashboard to determine this goal.
Findings from the Analysis of this Data:
Overall Central's suspension data demonstrates that for all students, suspensions decreased by .2%. ELLs increased by .1%, Homeless Youth increased by 1.7%, Socioeconomically Disadvantaged students maintained their previous status, Student with Disabilities decreased by 3.7%, African American maintained their status at 0%, Asian maintained at 0%, Filipino students increased by 2.3%, Hispanic students maintained at 0.1%, White students declined by 7.1% and students of two or more races maintained at 0.0%.
How the School will Evaluate the Progress of this Goal:
Central School has monthly PBIS meetings at both the Tier 1 and Tier 2 levels. We will discuss attendance data, suspension data, as well as referral data at these meetings to discuss our progress.
Who are the focus students and what is the expected growth?
Based on the current data the homeless and Filipino populations are the two groups who are in orange on the California Dashboard. In order for Central to move into the green band, we would want to improve suspensions rates with these two population groups as well as all other student groups.
How does this goal align to your Local Educational Agency Plan goals?
We know that when students are in school, this increases their achievement in all academic areas. By putting interventions and services in place throughout the school and school day, we can decrease the amount of students being suspended for behavior infractions.
Which stakeholders were involved in analyzing data and developing this goal?
SSC, ELAC, Administrators, Certificated Teachers, Classified staff
What data will be collected to measure student achievement?
We will measure our achievement based on the California Dashboard suspension data.

Actions to improve achievement to exit program improvement (if applicable).

Tier1 and Tier 2 PBIS Committees will consistently review behavior trends throughout the school by running data reports on Illuminate in order to make data driven decisions about interventions to implement at Central School. Central school will also provide Tier 1 social emotional supports in the classrooms by implementing the Sanford Harmony curriculum that will be taught by our counselor. In addition Tier 3 supports will be provided by our Social Worker and our Social worker intern throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: 1. Sanford Harmony curriculum will be taught in classrooms by our school counselor to provide Tier 1 support to all students. 2. Weekly PBIS behavior expectation lessons will be taught consistently at Central School. 3. Monthly Expectations will be reviewed daily in the morning announcements as well as school-wide recital of our PeaceBuilders pledge. 4. Weekly Restorative Circles will take place in the classrooms in order to create a safe learning environment where students' concerns can be expressed and addressed. 5. Monthly assemblies will be held to recognize and award students who are demonstrating expected behaviors. Students will be given certificates and incentives.	December 2018- June 2019	School Counselor, Classroom Teachers	LCAP	1000-1999: Certificated Personnel Salaries	LCAP	
	July 2018- July 2019	Classroom Teachers	LCAP	2000-2999: Classified Personnel Salaries	LCAP	3,000
	July 2018- July 2019	Student Council and Student Leaders, Student Council Advisors				
	July 2018- July 2019	Classroom Teachers, Administrators, Counselors and Social Emotional Support Staff				
	July 2018- July 2019	Classified Staff Extra Time				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>1. School Counselor will receive professional development at the district level on the social emotional curriculum, Sanford Harmony.</p> <p>2. Classroom teachers and administrators will participate in Restorative Practices training during the 2018-2019 school year at the district level.</p> <p>3. Social Worker Intern will receive support and guidance from the District's Social Worker on providing social emotional support to Tier 2 students.</p>	<p>October 2018</p> <p>September/October 2018</p> <p>October 2018-June 2019</p>	<p>National School District, Ed. Services</p> <p>San Diego County Office of Education, National School District Social Workers</p> <p>National School District Social Worker</p>	<p>LCAP</p> <p>LCAP</p> <p>LCAP</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP</p> <p>LCAP</p> <p>LCAP</p>	
<p>Extended Learning Time:</p> <p>1. Administrators and teachers will collaborate with REACH personnel in order to provide strategies that help to support student behavior during the school day and in the REACH program.</p> <p>2. REACH personnel will implement activities that promote a positive learning environment as well as an inclusive learning environment.</p>	<p>July 2018- July 2019</p> <p>July 2018- July 2019</p>	<p>Administrators, REACH Lead Coach</p> <p>REACH Personnel</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>1. For all students participating in extra learning opportunities before school, Central's behavior expectations will be reviewed as often as necessary.</p> <p>2. Communication between the intervention teachers and the parents, pertaining to maintaining a positive learning environment, will occur when necessary.</p>	<p>November 2018- May 2019</p> <p>November 2018- May 2019</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p>				
<p>Involvement of Parents, Staff and Community:</p> <p>1. A overview of PBIS, restorative practices, and social emotional supports will be provided to parents at a parent meeting.</p> <p>2. School and Classroom behavior expectations will be discussed at Back to School Nights.</p> <p>3. Parents will receive communication via Class Dojo, PBIS referrals, phone calls, emails, for both positive and negative behaviors at school.</p> <p>4. Parent Volunteers will be asked to participate in recognition assemblies, school festivals, and school events that promote a positive school environment.</p>	<p>October 2018</p> <p>September 2018</p> <p>July 2018- June 2019</p> <p>July 2018- June 2019</p>	<p>Administrators</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Administrators, Classroom Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>1. All students will participate in a series of Digital Citizenship lessons prior to being given their technology device in the classroom in order to ensure responsible usage of technology both in and outside of school.</p> <p>2. PBIS lessons will be provided to all teachers via the electronic school bulletin every week and will be taught through in class in a whole group setting using Google Slides.</p>	<p>July/August 2018</p> <p>July 2018- June 2019</p>	<p>Classroom Teachers</p> <p>Administrators, Classroom Teachers</p>				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and math.
SCHOOL GOAL #1:
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> English Learners Students with Disabilities All Students <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups <p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> Each group will progress between five and 10 points toward "level three" on the California Dashboard. <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> Renaissance STAR universal exams Learning Headquarters writing assessments Site Assessments- HM, EnVision, Writing on demand assessments Teacher generated assessments . RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners Successmaker will be used to support ELA and math instructional programs Tech support for computers ELPAC Assessment Support 	7-18 through 6-19		Imagine Learning Licenses		Title III	224,000
	7-18 through 6-19		Successmaker Licenses			
	7-18 through 6-19		Salaries of technicians		LCFF - SCE	8,775
	7-18 through 6-19		Accelerated Reader Licenses			
	7-18 through 6-19		Assessment Team personnel		LCFF - Supplemental	7,529

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	246,121	0.00
Title I	230874	0.00
LCAP	130853	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	130,853.00
LCFF	246,121.00
Title I	230,874.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	93,872.00
2000-2999: Classified Personnel Salaries	8,760.00
4000-4999: Books And Supplies	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCAP	127,853.00
2000-2999: Classified Personnel Salaries	LCAP	3,000.00
	LCFF	159,283.00
1000-1999: Certificated Personnel Salaries	LCFF	46,838.00
4000-4999: Books And Supplies	LCFF	40,000.00
	Title I	178,080.00
1000-1999: Certificated Personnel Salaries	Title I	47,034.00
2000-2999: Classified Personnel Salaries	Title I	5,760.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	598,088.00
Goal 3	6,760.00
Goal 5	3,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steven Sanchez	X				
Kym Tobias		X			
Amanda Browder		X			
Danielle Teller		X			
Maria Duarte			X		
Christina Gonzalez				X	
Minerva Bradt				X	
Deanna Guerra				X	
Jackie Castillo				X	
Angela Pedroza				X	
Numbers of members of each category:					

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature



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

PTA

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 16, 2019.

Attested:

		
Steven Sanchez		
Typed Name of School Principal	Signature of School Principal	Date

		
Christina Gonzalez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date