

The Single Plan for Student Achievement

School: El Toyon Elementary School
CDS Code: 37682216038749
District: National School District
Principal: Bryan Vine
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

El Toyon Elementary School's Vision and Mission Statements

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values:

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

Additionally, the staff and community developed an El Toyon School Vision Statement during the 2018-2019 school year. This vision statement has been revisited on an annual basis, most recently at the end of the 2017-2018 school year. The El Toyon staff chose not to make revisions at that time:

The El Toyon community will:

- Provide a safe, supportive, and welcoming school for students, parents, staff, and community members.
- Create an exceptional learning environment that prepares all students to be college and career ready.
- Utilize self-directed, project-based learning to build student confidence and independence through authentic, hands on learning opportunities.
- Provide every student access to information and technology in order to develop the necessary skills to succeed in the 21st century.
- Be accountable for high expectations for students by providing rigorous, standards-based curriculum with high quality instruction that educates the whole child.

School Profile

El Toyon is an elementary school located on 2000 East Division Street in National City. National City is a city located in the South Bay region of the San Diego metropolitan area, in southwestern San Diego County, California. El Toyon is a pre-school through 6th grade school with a very diverse population. With a community of 1.5% African American, 2.3% Asian, 7.4% Filipino, 84.3% Hispanic, 0.4% Pacific Islander, 2.5% White, and 2% Arabic we have a total of 467 students. Our students continue to make positive growth every year due to the dedication of our persistent teachers, staff, parents, and community members.

El Toyon makes it a priority to make sure our students get the best possible education by creating a community of committed staff members. Our staff members consist of certificated teachers that provide a rigorous general education. A School psychologist, resource specialist, speech and language pathologist, school counselor, and language arts specialist to provide extra support for those students in need. Our instructional assistants and impact teachers also provide that extra support in the classroom and outside with targeted small group instruction. The recess and lunch supervisors implement our PBIS initiatives by making sure our students are safe while playing and eating while our custodians continue to make our campus clean, beautiful, and safe.

Our teachers continue to implement best practices and cutting edge instructional strategies with our new district initiatives. We now implement the University of California math units that focus on conceptual learning and problem solving lessons that our students really enjoy. These lessons allow for hands on real word experiences involving team work and rigorous mathematical thinking. We also use Benchmark ELA as a curriculum with American Reading company leveled books to create a balanced literacy program that allows the teachers the flexibility to use both resources to individualize each child's need. Due to our worlds advanced growth in technology all classrooms are outfitted with Promethean Boards, Hovercam Boards that students and teachers are able to manipulate while projecting visuals and resources to help students truly understand content and concepts . We have 1:1 Chromebook computer devices in grades 3-6 classrooms and 2:1 devices for all k-2 students. These technologies allow real time access for our students to be at the forefront of in this global society.

We continue to recognize the importance of strategic planning by focusing on the following school wide structures: (1) A weekly school wide rotating behavioral focus. (2) Data teams. (3) Response to Intervention and (4) Positive Behavior Intervention and Support (PBIS) and Restorative Practices. Grades 1st and 2nd have also implemented structured recess in which students can choose

from various stations in order to create a consistency and appropriate play at these critical ages.

The whole community also has an essential role to play in the growth and development of our students. Research and field- work show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success. El Toyon welcomes and believes that our families, PTA, and community are a crucial component in our students education and wellbeing. Our El Toyon team of parents and teachers will continue to do whatever it takes to see our students succeed.

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).

A school climate survey was given to students during the 2018-2019 school year. We found that students generally feel cared for and believe that they will be successful, but that we needed a stronger emphasis on appropriate student behavior in restrooms. An employee satisfaction survey was also conducted, and we found that staff overwhelmingly view El Toyon as a great place to work.

Classroom Observations

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

Regular classroom observations are conducted throughout the school year, and these observations illuminated instructional and cultural needs within the school.

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)

All schools utilize the State CAASPP assessment system yearly to determine programmatic needs. Additionally, all teachers utilize the pre and post assessments that are included in the Units of Study to inform instruction and determine intervention needs.

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

El Toyon Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the STAR, CELDT, Rigorous Curriculum Design, and other district assessments. Student data are also monitored through Success Maker and Imagine Learning software. We have the ability for staff to configure data through our Illuminate and our data warehouse to efficiently evaluate individual, class wide and grade level student performance for instructional planning.

Staffing and Professional Development

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

All teacher at El Toyon Elementary meet the requirements of Highly Qualified Staff.

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

All teaching staff at El Toyon are fully credentialed, in accordance with the Every Student Succeeds Act.

The principal at El Toyon regularly observes teachers during instructional time and provides targeted formative feedback. This feedback is connected to, but not limited to, the following school-wide professional development goals.

Math for CCSS

Grade level teams of teachers implement the Data Teams process every two weeks. Data Teams analyze student data in relation to student progression on CCSS-aligned Rigorous Curriculum Design units for math, and analyze their own instructional pedagogy that produced this data. However, the data teams process is not an isolated every-two-week event. As teachers find value in the collaboration and data analysis, they meet informally more often to talk about instruction and student assessment data. The conversations facilitated by the data teams process serve as professional development for teachers in both the use of ongoing formative assessment, and in research-based instructional pedagogy. Teachers will continue to attend district training as needed to ensure that benefits of the data team process are maximized for students.

As a powerful resource for CCSS math instruction, NSD has adopted Go Math! instructional materials, and has provided teachers with ongoing training in the implementation of these instructional materials. To help supplement Go Math!, teams of teachers explore other math instructional resources during bi-weekly grade level team meetings.

El Toyon has planned specific professional development sessions aimed at providing teachers with the tools for students to engage in rigorous mathematical discourse, both in small groups and in a class-discussion format.

Reading for CCSS

Our transitional kindergarten through third grade teachers will continue their professional development around targeted phonics intervention and instruction, while all staff will continue with professional development for text-dependent academic discussions in class, and effective encouragement of student independent reading.

Writing for CCSS

Our on-site Learning Headquarters trainer will facilitate professional development in writing for Common Core standards, and integration of Learning Headquarters resources and strategies into Rigorous Curriculum Design units for English language arts. Additionally, several teachers attended Learning Headquarters workshops in July.

Next Generation Science Standards

El Toyon will engage in professional development around Next Generation Science Standards, and implementation of these standards with English learners and cross-curricular connections in mind.

Restorative Practices

Because student feelings of school connectedness are correlated with academic achievement, and because suspended or expelled students do not learn as much, our school will implement Restorative Practices. Restorative Practices is an approach to school culture and discipline that focuses on learning and relationships, and has been shown to positively impact school culture and student achievement. While some aspects of Restorative Practices have been in place for years, our entire staff will engage more deeply in training in February.

Positive Behavioral Interventions and Supports (PBIS)

El Toyon has adopted Positive, which includes positive lessons on expected student behavior, consistent recognition of appropriate behavior, and tracking of student behavior data so that we can address needs and celebrate strong points. As an extension of our PBIS curriculum, all El Toyon students receive regular lessons and reinforcements based on Sean Covey's 7 Habits of Happy Kids and 7 Habits of Highly Effective Teens.

Formative Feedback for Teachers

El Toyon will continue working with the district resource teachers for English language arts and technology, to provide support for teachers. This support will be an opportunity for teachers to reflect and receive feedback without the presence of their evaluator.

El Toyon's principal provides each teacher with formative feedback on a regular basis, targeted to highlight strengths and help with areas for growth in a non-evaluative format.

Additionally, roving subs will be provided so that teachers can observe their colleagues implement the new instructional strategies they learn at professional development sessions. Teachers will have the opportunity to learn from one another's instruction, further facilitating a school-wide culture of teacher learning, collaboration, and support.

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

Staff development is consistently aligned to Common Core State Standards and the Next Generation Science Standards. All professional development is informed by student data.

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

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). 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 specialist, resource specialist, grade level peers, and the site administrator. The site administrator provides formative feedback to all teachers on a regular basis.

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

As discussed previously, El Toyon Elementary 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. Grade levels meet regularly at data team meetings in order to analyze data, create SMART goals, and devise action plans that will support their students' needs.

Teaching and Learning

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

Our school's plan is aligned with National School District's (NSD's) Thematic Goal of student achievement on Common Core State Standards.

Curriculum and instruction at El Toyon is aligned to be effective for student learning of grade-level content standards.

Curriculum Design Implementation

El Toyon Elementary will implement RCD math and English language arts units, created by teams of NSD teachers explicitly for alignment with CCSS for mathematics and English language arts. These RCD units are the focuses of bi-weekly grade level team meetings. These meetings serve the dual purposes of enabling teachers to use data to guide their instruction, and of holding rich conversations about instruction and formative assessment data that serve as professional growth opportunities for teachers.

Assessment

Because our assessment helps to drive our instruction, both El Toyon and National School District prioritize the use of high-quality and relevant assessments. Formal assessment will take place regularly throughout the year, and will be based on a series of comprehensive, criterion referenced tasks and tests. These assessments include Rigorous Curriculum Design (RCD) exams created by district-wide teams of teachers, Common Core Performance Tasks, Renaissance's STAR Reading/Math, DIBELS/IDEL, Go Math!, Learning Headquarters, SELD placement and ongoing assessments, RESULTS/District tests, and teacher team-created assessments. Teachers consistently use assessment data to target students, differentiate instruction, and refine instructional practices.

All assessments are designed to help teachers prepare students to improve their proficiency on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). In addition to formal assessments, our teaching staff will use continuous and ongoing informal formative assessment to hold themselves and students accountable for learning, and to inform their instruction.

Technology

Google Classroom is a tool that allows teachers to distribute assignments, see student work as it's created, and provide rapid feedback to students as they learn in a fluid and paperless format. Google Classroom, along with the rest of the Google Apps for Education suite, have been integrated into our professional development sessions. Additionally, after describing how they would use it to benefit student learning, each teacher was given an iPad to use in their classroom during the 2016-2017. iPad apps and Google classroom will both be utilized with an emphasis on the research-based strategies of ongoing formative assessment and student collaboration.

Teachers will continue to implement Success Maker and Imagine Learning software, as well as Accelerated Reader and Math, NewsELA, RazKids and others software. Imagine Learning is an engaging and research-based computer application that gives students targeted instruction listening, reading, and writing English. Success Maker is also research-based software, that gives students targeted instruction in both reading and math. NewsELA provides students with targeted reading comprehension materials, and RazKids is adaptive software that helps target emerging readers. Accelerated Reader and Math give quantifiable data that screen for students needing additional services in reading or math, and Accelerated Reader is used to help students set reading goals, as a motivational tool, and to help students read books that are appropriate for their reading level.

Parent Engagement

El Toyon's PTA is a group of dedicated parents have been active in fundraising and supporting our students both in and out of the classroom. PTA general meetings are held on a monthly basis. El Toyon will continue to hold trainings for our volunteers, so that they can use our resources and support our children with ever-increasing effectiveness.

Large numbers of parents continue to regularly attend our Family Reading Days, in which they learn about how they can support their child's reading at home. We are also holding Family Math Days during the 2018-2019 school year.

Family members are regularly seen volunteering in classrooms as Room Parents. These Room Parents are especially crucial, since they serve as extra communication hubs between a teacher and the other families of the teacher's classroom.

El Toyon partners with Jewish Family Services to offer free parenting classes to parents in our community.

Teachers will continue to send home regular newsletters to families regarding upcoming events and instruction in their classroom. Communication with families school-wide is achieved through regular letters home with students, phone calls and emails through School Messenger, and electronic fliers through Peachjar.

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

Teachers adhere to State recommended instructional minutes:

- K-3 ELA, 2.5 hours core instruction, including strategic intervention groups
- K-3 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 4-6 ELA, 2 hours of core instruction, including strategic intervention groups
- 4-6 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-6 ELD, a minimum of 45 minutes ELD instruction, four times a week

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)

El Toyon Elementary is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Houghton-Mifflin Reading A Legacy of Literacy and the Go Math! programs comprise the published materials. The Houghton-Mifflin Reading A Legacy of Literacy in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade English transition program. English Language Development (ELD) in all grades is addressed through the use of Systematic English Language Development (SELD) program. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning. Imagine Learning provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. Pearson's SuccessMaker software suite also supports the standards-based curriculum at El Toyon Elementary in both English and mathematics. SuccessMaker provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). These programs now assess and facilitate learning of Common Core State Standards.

Additionally, teachers are using their district-created English language arts foundations materials, Learning Headquarters writing instructional materials, Standards Plus English language arts, SIPPS, and a variety of both fiction and non-fiction texts targeted to create student success in the Common Core State Standards. Teachers are supplementing these resources with additional English language arts resources and texts, which vary by grade-level and even by student.

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)

El Toyon Elementary provides a variety of services to students who are identified as underperforming.

Students who are having difficulty performing at standard at El Toyon Elementary are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students. Bi-monthly grade-level team meetings, administrator/teacher conferences, and district resource teacher guidance are all brought in to play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions and have completed an RTI (Response to Intervention) Tier 1 intervention plan without success, the Student Study Team (SST) will schedule a meeting to involve the expertise of the principal, school counselor, language arts specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication.

El Toyon hired three impact teachers for the bulk of the 2017-2018 for the specific purpose of providing small-group support and instruction to students who are most in need. This support is provided in math, English language arts, and English language development.

El Toyon's Language Arts Specialist provides services to students performing below and far below basic in Reading. Reading groups are formed based on ability and areas of weakness. Depending on the specific needs of each group, the focus for instruction includes a combination of phonemic awareness, phonics, decoding, fluency, skill instruction, and/or reading comprehension. Students are frequently reassessed to ensure that instruction is meeting their needs. The Language Arts Specialist provides intensive, targeted instruction to individual students who are on a Tier 3 RTI plan.

If necessary, for students in K-6, a focused Tier II or Tier III RTI (Response to Intervention) plan is developed to document and monitor the progress of individual students. DIBELS/IDEL, OARS assessment reports, or Renaissance's STAR Reading/Math assessments are used in almost every RTI Plan. Our resource specialist (RSP) provides support for students on Individualized Education Programs on a consultative basis, and works with small groups of students who have Individualized Education Plans (IEPs) to provide them with more targeted instruction toward meeting their goals.

El Toyon Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan.

Teachers assess students using exit tickets, small quizzes, accountable talk, Google forms, and other rapid formative assessment on a daily basis so that they can intervene as quickly as possible when a student is not learning. Additionally, teachers meet in grade level teams every two weeks to analyze student performance data. As part of these meetings, in-class interventions are planned for students who are underperforming in specific standards. These interventions include, but are not limited to, small-group guided instruction, extra instructional time, scaffolded instruction, differentiated instruction, and peer tutoring.

Our school counselor and school psychologist work to address social and emotional struggles in students, which often underlie academic underperformance. When students are emotionally ready to learn, they become more successful academically.

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)

Families consistently give time to both raise money and help students achieve in the classroom. The money is used for field studies, sixth grade camp, after-school programming, and other enriching activities. El Toyon has partnerships with Wrigley's Supermarket, who support our fundraisers, and with First Book, who helped orchestrate the gift of over three thousand dollars in books for our students.

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)

Parents, community representatives, classroom teachers, other school personnel, and student council representatives regularly meet to give input into school budget decisions.

Funding

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

El Toyon uses categorical funding to supply whole-class, small-group, and one-on-one instruction to students most in need in both English language arts and math.

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

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	69	66	71	65	66	68	65	66	68	94.2	100	95.8
Grade 4	68	69	65	66	67	65	66	67	65	97.1	97.1	100
Grade 5	86	65	71	85	65	70	85	65	70	98.8	100	98.6
Grade 6	77	85	62	75	84	60	75	84	60	97.4	98.8	96.8
All Grades	300	285	269	291	282	263	291	282	263	97	98.9	97.8

* 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	2370.2	2395.9	2396.8	5	18.18	13.24	14	22.73	20.59	32	19.70	27.94	49	39.39	38.24
Grade 4	2450.0	2408.1	2440.4	23	4.48	15.38	20	17.91	21.54	23	23.88	21.54	35	53.73	41.54
Grade 5	2466.2	2458.5	2452.0	8	10.77	2.86	27	23.08	20.00	20	29.23	32.86	45	36.92	44.29
Grade 6	2495.5	2471.3	2498.7	12	3.57	10.00	28	22.62	25.00	28	30.95	30.00	32	42.86	35.00
All Grades	N/A	N/A	N/A	12	8.87	10.27	23	21.63	21.67	25	26.24	28.14	40	43.26	39.92

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	11	18.18	17.65	38	37.88	41.18	51	43.94	41.18
Grade 4	21	5.97	15.38	41	43.28	47.69	38	50.75	36.92
Grade 5	11	21.54	11.43	41	41.54	51.43	48	36.92	37.14
Grade 6	13	10.71	11.67	43	40.48	50.00	44	48.81	38.33
All Grades	14	13.83	14.07	41	40.78	47.53	45	45.39	38.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	12.12	7.35	40	45.45	50.00	58	42.42	42.65
Grade 4	17	1.49	15.38	48	44.78	43.08	35	53.73	41.54
Grade 5	14	13.85	5.71	41	44.62	42.86	45	41.54	51.43
Grade 6	19	8.33	11.67	49	39.29	45.00	32	52.38	43.33
All Grades	13	8.87	9.89	44	43.26	45.25	42	47.87	44.87

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	6	12.12	13.24	62	68.18	76.47	32	19.70	10.29
Grade 4	17	10.45	13.85	65	65.67	58.46	18	23.88	27.69
Grade 5	11	10.77	4.29	61	58.46	61.43	28	30.77	34.29
Grade 6	16	7.14	18.33	53	57.14	61.67	31	35.71	20.00
All Grades	12	9.93	12.17	60	62.06	64.64	27	28.01	23.19

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	12	22.73	19.12	62	45.45	50.00	26	31.82	30.88
Grade 4	24	10.45	15.38	45	59.70	50.77	30	29.85	33.85
Grade 5	19	20.00	10.00	60	46.15	54.29	21	33.85	35.71
Grade 6	17	13.10	28.33	56	50.00	51.67	27	36.90	20.00
All Grades	18	16.31	17.87	56	50.35	51.71	26	33.33	30.42

Conclusions based on this data:

1. El Toyon made significant gains in both English language arts and mathematics.
2. Although we made gains, the majority of our students are still not meeting standards.
3. Growth was uneven, so teachers and grade levels have opportunities to learn from one another.

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	69	66	71	66	66	70	66	66	70	95.7	100	98.6
Grade 4	68	69	65	66	67	65	65	67	65	97.1	97.1	100
Grade 5	86	65	71	85	65	70	85	65	70	98.8	100	98.6
Grade 6	77	85	62	75	84	60	75	84	60	97.4	98.8	96.8
All Grades	300	285	269	292	282	265	291	282	265	97.3	98.9	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	2419.3	2429.8	2429.4	11	18.18	12.86	32	28.79	38.57	29	27.27	22.86	29	25.76	25.71
Grade 4	2447.6	2434.0	2458.7	6	2.99	15.38	26	17.91	16.92	34	47.76	41.54	34	31.34	26.15
Grade 5	2457.6	2459.0	2466.8	5	1.54	5.71	14	21.54	12.86	29	30.77	41.43	52	46.15	40.00
Grade 6	2454.1	2491.6	2513.8	4	5.95	5.00	12	19.05	26.67	33	33.33	45.00	51	41.67	23.33
All Grades	N/A	N/A	N/A	6	7.09	9.81	20	21.63	23.77	31	34.75	37.36	42	36.52	29.06

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	36.36	31.43	42	31.82	42.86	32	31.82	25.71
Grade 4	20	10.45	26.15	32	34.33	29.23	48	55.22	44.62
Grade 5	7	7.69	7.14	32	38.46	32.86	61	53.85	60.00
Grade 6	7	9.52	18.33	32	40.48	50.00	61	50.00	31.67
All Grades	14	15.60	20.75	34	36.52	38.49	52	47.87	40.75

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	17	25.76	20.00	52	37.88	48.57	32	36.36	31.43
Grade 4	12	7.46	16.92	45	47.76	44.62	43	44.78	38.46
Grade 5	7	3.08	5.71	36	44.62	47.14	56	52.31	47.14
Grade 6	7	9.52	6.67	39	38.10	48.33	55	52.38	45.00
All Grades	10	11.35	12.45	42	41.84	47.17	47	46.81	40.38

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	23	28.79	18.57	58	45.45	55.71	20	25.76	25.71
Grade 4	14	7.46	23.08	49	49.25	49.23	37	43.28	27.69
Grade 5	5	1.54	4.29	40	50.77	57.14	55	47.69	38.57
Grade 6	7	5.95	6.67	45	52.38	60.00	48	41.67	33.33
All Grades	11	10.64	13.21	47	49.65	55.47	41	39.72	31.32

Conclusions based on this data:

1. Although there is room for improvement, El Toyon, on average, has made some growth in English Language Arts. The 2016-2017 SBAC English Language Arts average was 30.1%. The 2017-2018 SBAC English Language Arts average was 32.25% with an increase of +2.25%. With still the need for focus in this area, we can attribute this increase to teachers using their district-created English Language Arts foundational materials, Learning Headquarters writing instructional materials, Standards plus language arts, SIPPS, and a variety of both fiction and non-fiction texts targeted to create student success in the Common Core State Standards. Teachers are implementing these resources with additional English Language Arts resources and texts, which vary by grade level and by student. Our Language Arts Specialist and impact teacher services are also provided to students performing below and far below depending on their specific needs in reading.

Again, there is always room for improvement at El Toyon, but on average, we made some growth in Mathematics. The 2016-2017 SBAC Mathematics average was 33.75% with an increase of +5%. With still the need for focus in this area, we can attribute this increase to the teachers refining their skill and knowledge in the Data Team process, focused formative assessment to assess progress in Rigorous Curriculum Design units of study in Mathematics. Targeted actionable feedback to students. Student collaborative learning around rich math talks and talk moves. Guided instruction using targeted questioning, especially with needs based small groups. Impact teacher services are also provided to students performing below and far below depending on their specific need in Math.

2. Certain grade levels did significantly better than others. Our fourth grade and 6th grade data is promising, and we will work to ensure that each cohort of students progressing up through the grade levels outperforms the previous one.

ELA	Adequate/Thorough	
3rd Grade:	34%	decrease of 7%
4th Grade:	37%	increase of 14%
5th Grade	23%	decrease of 10%
6th Grade	35%	increase of 10%

Math	Adequate/Thorough	
3rd Grade:	52%	increase of 5%
4th Grade:	32%	increase of 12%
5th Grade	19%	decrease of 4%
6th Grade	32%	increase of 7%

3. Our students who have been redesignated as proficient in the English language continued to significantly outperform our English learners. This data serves as an impetus to continue our implementation of designated and integrated English Language Development, and to further integrate teaching practices that promote language development throughout the school day.

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	1433.2	1443.3	1409.4	32
Grade 1	1483.8	1462.5	1504.4	36
Grade 2	1489.1	1481.1	1496.6	36
Grade 3	1483.0	1472.9	1492.7	24
Grade 4	1494.3	1487.2	1501.0	16
Grade 5	1509.1	1513.3	1504.3	13
Grade 6	1510.6	1486.7	1533.7	7
All Grades	1479.1	1471.8	1483.4	164

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	40.63	*	*	*	*	32
Grade 1	18	50.00	*	*	*	*	*	*	36
Grade 2	19	52.78	*	*	*	*	*	*	36
Grade 3	*	*	*	*	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	*	*	7
All Grades	52	31.71	56	34.15	41	25.00	15	9.15	164

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	*	*	17	53.13	*	*	*	*	32
Grade 1	18	50.00	*	*	*	*	*	*	36
Grade 2	22	61.11	*	*	*	*	*	*	36
Grade 3	*	*	*	*	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	*	*	7
All Grades	66	40.24	60	36.59	26	15.85	12	7.32	164

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	40.63	*	*	32
Grade 1	17	47.22	*	*	*	*	*	*	36
Grade 2	17	47.22	*	*	*	*	*	*	36
Grade 3	*	*	*	*	12	50.00	*	*	24
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	*	*	7
All Grades	44	26.83	41	25.00	52	31.71	27	16.46	164

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	15	46.88	15	46.88	*	*	32
Grade 1	23	63.89	*	*	*	*	36
Grade 2	25	69.44	*	*	*	*	36
Grade 3	*	*	15	62.50	*	*	24
Grade 4	*	*	12	75.00	*	*	16
Grade 5	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	7
All Grades	82	50.00	69	42.07	13	7.93	164

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	13	40.63	18	56.25	*	*	32
Grade 1	20	55.56	12	33.33	*	*	36
Grade 2	13	36.11	20	55.56	*	*	36
Grade 3	*	*	13	54.17	*	*	24
Grade 4	*	*	*	*	*	*	27
Grade 5	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	7
All Grades	68	41.46	78	47.56	18	10.98	164

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	*	*	23	71.88	*	*	32
Grade 1	24	66.67	*	*	*	*	36
Grade 2	17	47.22	12	33.33	*	*	36
Grade 3	*	*	12	50.00	11	45.83	24
Grade 4	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	7
All Grades	51	31.10	79	48.17	34	20.73	164

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	14	43.75	13	40.63	*	*	32
Grade 1	15	41.67	19	52.78	*	*	36
Grade 2	11	30.56	21	58.33	*	*	36
Grade 3	*	*	18	75.00	*	*	24
Grade 4	*	*	13	81.25	*	*	16
Grade 5	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*	7
All Grades	46	28.05	98	59.76	20	12.20	164

Conclusions based on this data:

1. In the Oral Language component of the ELPAC El Toyon students did quite well with only Kinder and 2nd grade scoring 23% and 28% minimally developed. Even with these numbers they did kinder quite well scoring 50% Well Developed and Moderately developed. Grades 1st through 5 all did well scoring over 50% or higher in Well Developed and Moderately Developed. In Written Language the scores were very uneven with Kinder scoring 60% in somewhat and minimally developed. In 1st grade 34% of the testers scored Well developed while 30% of them scored minimally developed. 2nd grade did phenomenal scoring 46% Well Developed. Third grade had a rough assessment scoring 76% somewhat and minimally developed. 5th and 6th grade also did quite well scoring over 46% moderately developed with no level 1's or 2's.
2. El Toyon students performed very well in the four domains of Listening, Speaking, Reading, and writing as the grade levels increase. In the listening domain Kinder split the percentages with 46% in Well Developed and 44% in Moderate/Somewhat. 1st grade scored very evenly throughout all levels with 46%, 26%, and 26%. 2nd grade worked very hard to pull out 76% in Well Developed while 3rd and 4th struggled with 74% in Somewhat/Moderate. 5th grade split the scores with 50% Well and 50% Somewhat/moderate. For the Speaking domain we can again see an increase in achievement as the grade levels increase. Kinder and 1st seemed to have even scores with all levels with an average of 30% in each. Grades 2nd, 4th and 5th did quite well with an average of 52% scoring in the Well Developed range, while 3rd grade struggled with 53% scoring in the Somewhat/moderate level. The Reading Domain seemed to have the opposite results in which the primary grades did well while the upper grades seemed to struggle. Kinder maintained a 60% and 20% in somewhat/ moderate/well developed with no students in beginning. 1st scored well with 41% in Well Developed and 2nd scored very well with 67% scoring Well Developed. With 3rd, 4th, and 5th it is difficult to see whether they scored in the Somewhat or Moderate level as they are one category with an average of 60%. The Writing domain maintains the same unknown for all grade levels scoring and average 72% in Somewhat and Moderate. The difference between these levels is quite significant so accurate analysis would be invalid.

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: English language arts
LEA/LCAP GOAL:
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #1:
In English Language Arts, El Toyon will increase the percentage of students meeting or exceeding standards from 32.2% to 35.2% on the 2018-2019 CAASPP Assessments.
Data Used to Form this Goal:
El Toyon's 2017-2018 CAASPP results.
Findings from the Analysis of this Data:
The percentage of students meeting or exceeding Common Core standards for English language arts (ELA) was lower than expected. Our teachers and students have the capacity to far exceed this data going forward.
How the School will Evaluate the Progress of this Goal:
Teachers will implement Benchmark Curriculum, designed to address Common Core ELA standards. The principal will monitor the implementation of this curriculum. Within the curriculum, teachers will implement effective instructional practices to meet the needs of each of their students. Teachers will monitor their students' learning using formative assessment tools as an ongoing and daily part of their instructional routines. The principal will regularly review Accelerated Reader and iReady data.
Who are the focus students and what is the expected growth?

Our focus is on students who did not meet grade-level standards. Since this is still the majority of our students, we will continue to focus on tier 1 instruction. This includes instruction targeting Common Core standards, as well as the foundational skills such as understanding and using phonics.

We are also updating and augmenting our RtI process for students with the most need as identified by data. These students will receive the help they need through daily instructional interventions given by impact teachers, our resource specialist, and our language arts specialist. These are the same students who most-significantly underperform on the CAASPP in tested grade levels.

How does this goal align to your Local Educational Agency Plan goals?

National School District's strategic plan includes the need for all learners to be successful in meeting Common Core State Standards.

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

El Toyon teachers and parents helped develop this goal along with the principal.

What data will be collected to measure student achievement?

Ongoing formative assessments will be given on a daily basis, in order to monitor student progress. Benchmark curriculum and iReady data will be analyzed as it becomes available for all grade levels. BPST and running record data will also be used to help target specific learning needs in the lower grades (TK-3), while Accelerated Reader and iReady data will be used to help target student needs in the upper grades (2-6). Common Core performance tasks and Learning Headquarters writing assessments will be implemented as well.

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

- Professional development around implementation of Benchmark curriculum, and around integrating writing instruction into this curriculum.
- Professional development around student academic discourse, in both small-group accountable talk and class discussion
- Strengthened success criteria for student participation in reading rewards picnics, which is encouraging students to do more independent reading practice.
- TK through Third grade teachers will continue professional learning around targeted phonics and fluency instruction.
- Principal will provide ongoing formative feedback to teachers
- Refined bi-weekly data team process in grade-level meetings, with a focus on instructional strategies
- Additional small group instruction from language arts specialist and impact teachers
- Data Teams will meet regularly to assess student needs and plan instruction
- Parent informational meetings and family reading days, in which parents learn strategies for helping their children improve their reading abilities
- Parent development in reading strategies and online learning resources
- RtI meetings will focus on creating plans for students most in need
- Software support: SuccessMaker, Imagine Learning, Learning A-Z, online magazines, Accelerated Reader, Lightbox , RAZ Kids, and iReady
- UCSD Mentor program, and Catholic Charities Foster Grandparent program to give students more individualized support
- Ongoing professional development in: Student academic discourse, formative assessment, teacher clarity, Common Core ELA instruction in writing, targeted phonics instruction, text-dependent questioning, SDAIE strategies for English learners, Systematic English Language Development, Collaboration and 21st century skills, Google Classroom, PBIS, and restorative practices.

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> <ol style="list-style-type: none"> 1. Explicit learning intentions and success criteria, to promote student-directed learning and motivation. 2. Daily use of formative assessment. 3. Specific and actionable feedback to students. 4. Targeted phonics instruction in the lower grades (TK-3) 5. Close reading and text-dependent questioning 6. Collaborative learning 7. Argumentative, informative, and narrative writing practice in conjunction with the above strategies and other supports, as well as research. 8. Targeted independent reading, with one-on-one conference and teacher-facilitated goal-setting 9. High-level class discussion 10. Imagine Learning, Success Maker, and other proven learning software 11. Data teams will underpin the above strategies, as teachers have time to analyze student data collaboratively and plan effective lessons to target student needs. 12. Library media specialist will continue to build library catalog and 	1 - 13. Throughout 2018-2019 school year.	1 – 7. All teachers	<p>1-11. Principal classroom observations and walkthroughs, data teams, Illuminate reports will provide data</p> <p>7. Imagine Learning and Success Maker reports will provide data</p>		District Funded	

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. Refined implementation of the data team process, with a focus on formative assessment and instructional strategies to strategically target learning needs.	1. Throughout 2018-2019 school year.	All Teachers (except where noted):	1-10. Principal observation and walkthrough data, assessment results			
2. Continued professional development in targeted phonics instruction for TK through third grade teachers.	2. Thursday afternoons in August 2018 and ongoing as needed.	2. TK through third grade teachers, language arts specialist and resource specialist	2. Professional development provided by NSD's English language arts resource teacher			
3. Professional development on transference for Spanish-to-English-Transition (SET) teachers.	3. August 2018	3. Full day inservice, SET teachers only	3. Substitute teacher costs and training costs		LCFF	1020
4. English Learner professional development, including California's English language arts / English language development (ELA/ELD) framework.	4. Throughout 2018-2019 school-year		4. Principal- and English learner liaison-led professional development		Title I	2,000
5. School-wide professional development on teacher actions to empower student academic discourse.	5. Throughout 2018-2019 school-year		5. Professional development provided by El Toyon staff		Title I	4,407
6. Release teachers to observe other teachers in the district.	6. Throughout 2018-2019 school-year		6. Substitute teacher costs		Title I	2,230
7. Professional development in writing instruction, facilitated by our Learning Headquarters specialist teacher	7. Throughout 2018-2019 school-year	7. Interested and probationary teachers only	7. STEAM PD		LCFF	5,000
8. Teachers attending Learning Headquarters writing instruction workshop	8. Throughout 2018-2019 school-year	8. Interested teachers only	8. Materials and Supplies			
9. Regular formative feedback from the site administrator on English language arts instruction	9. Throughout that.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity: 1. All students will have high-quality instruction in language arts at their instructional level, geared toward success in achieving Common Core standards.</p> <p>2. Our language arts specialist will teach small groups of our student most in need of help with reading.</p> <p>3. Our resource specialist will teach small groups of students with individual education plans (IEPs), and collaborate with classroom teachers to create optimal in-class supports for these students.</p> <p>4. Impact teachers will teach small groups of students most in need, most of whom are not being seen by our language arts specialist or resource specialist.</p> <p>5. School counselor will work with individual students and small groups of students on social, emotional, and behavioral needs to make sure they are ready to learn. She will also work with our Peace Patrol and student counsel, groups of students who make sure our campus is a safe and student-friendly environment. Having a safe and welcoming environment is crucial for student learning.</p> <p>6. Library media specialist will support teachers through book talks and library visitation schedule.</p> <p>7. Foster grandparents will work with our kindergarten and first-grade students most in need of additional academic support, in one-on-one and</p>	1. Daily/ all year	1. all teachers	2. Language arts specialist works with small groups, and provides training for impact teachers.		LCFF	130,271
	2. Four days a week, throughout the school-year	2. Language Arts Specialist,	4. 1 Impact teacher hired for the bulk of the 2018-2019 school year.		LCFF	40,459
	3. Daily/ all year	3. Resource specialist	5. Counselor's salary will be provided by centralized services			
	4. For the bulk of the school year, from August through early May	4. Impact teachers	7.Total 4,150 includes stipend and lunch for five foster grandparents.	Title I		1620
	6. Throughout the school year.		Philosophy for Kids contract with Maria Tillman	Title I		500
			Before/ After School Intervention	Title I		19,500

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. Information will be shared and input solicited from the School Site Council</p> <p>2. Student Study Teams will meet with parents of struggling students</p> <p>3. Monthly Family Reading Days</p> <p>4. Parent informational meetings</p> <p>5. Will offer SuccessMaker, iReady, and Imagine Learning software's home access to students.</p> <p>6. Will offer RazKids software's home access to K-1 students</p> <p>7. El Toyon will continue to conduct monthly family reading days and English language arts Common Core curriculum events.</p> <p>8. Library media specialist will encourage families to receive school library cards.</p>	<p>1. Monthly</p> <p>2. Every Wednesday morning</p> <p>3. Monthly, beginning in November</p> <p>4. Ongoing</p>	<p>1. SSC members</p> <p>2. LAS, RSP, principal, counselor, psychologist, classroom teacher</p> <p>3. Principal, LAS</p> <p>4. Principal, teachers</p> <p>5. Teachers</p> <p>6. Teachers</p>	<p>1. SSC notes</p> <p>2. SST notes</p> <p>3-6: Parent survey data</p> <p>2. Counselor salary</p> <p>3. LAS Salary</p> <p>5. Teachers</p> <p>6. RazKids</p>		LCFF	1,000

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 have access to technology through SuccessMaker, Imagine Learning, Accelerated Reader and RazKids</p> <p>2. Illuminate and iReady reports</p> <p>3. Students will have access to Google Classroom in order to support their learning</p> <p>4. Teachers will be provided with replacement laptops when needed</p> <p>5. El Toyon will pay a portion of our district technical support professional's salary.</p> <p>6. Replacement bulbs will be provided for teacher projectors as needed.</p>	1. Ongoing	1. all teachers	1-4. Technology liaison stipend		LCFF	1,200	
	2. Ongoing	2. all teachers	2. Raz kids listed above, all other software is free or district-funded.				
	3. Ongoing	3. all teachers	4. Replacement laptops		LCFF		
	4. Ongoing	4. Teachers in need	5. Tech support shared with another school.		LCFF	5,037	
				6. Projector bulb costs		LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the schoolwide program</p> <p>1. El Toyon Elementary participates in the District vertical articulation plan wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes, with debriefing discussions with the Director of Early Childhood Education.</p> <p>2. Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. Kindergarten orientation at El Toyon Elementary is conducted each year during June. Teachers discuss expectations and school culture to assist with the transition from preschool by providing information on math standards, English Language Arts Standards, ELD standards, General Ed and Special Education needs.</p>	<p>1. April-May 2019</p> <p>2. April 2019</p> <p>3. July 2019</p>	<p>1. TK and Kinder teachers, substitutes</p> <p>2. Office Staff</p> <p>3. Kindergarten teachers, substitutes or child care</p>	<p>1. Visitation schedule Debriefing notes</p> <p>2. Letter</p> <p>3. Orientation agenda and schedule Parent Sign-in Parent Survey/evaluation of meeting</p>		<p>District Funded</p> <p>LCFF</p> <p>Title I</p>	<p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Highly Qualified Teachers/Teacher Mentoring</p> <p>National School District’s Human Resources Department insures that all teachers hired are “Highly Qualified.”</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>El Toyon Elementary also provides teacher support through professional development, peer coaching, principal observations and walkthroughs with formative feedback.</p>	<p>1. Ongoing hiring</p> <p>2. First two years of teaching service</p> <p>3. Ongoing</p>	<p>1. HR Dept.</p> <p>2. HR Department /BTSA teachers</p> <p>3. Language Arts Specialist, Principal, Teachers</p>	<p>Yearly Audit</p> <p>Williams Reviews</p> <p>Yearly Audit</p> <p>BTSA Events</p> <p>Principal/Teacher/Provider meeting schedule and notes</p> <p>See Form B, professional development costs and LAS salary.</p> <p>Principal observations and walkthrough data, assessment data</p>			<p>District Funded</p> <p>District Funded</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Interventions and Support:</p> <ol style="list-style-type: none"> Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations. <ul style="list-style-type: none"> Be Safe Be Kind Be Respectful Be Responsible Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small educational prizes as motivation to earn more tickets. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents. Expectations will be posted around campus as a constant reminder for students. 	2018-2019 school year	El Toyon Teachers and Staff	<p>PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.</p> <p>Teachers will give weekly lessons and give instruction on the PBIS expectations.</p> <p>Expectations will change weekly and will rotate through out the year.</p> <p>PBIS committee strategies will be given to teachers to support areas of behavioral concern.</p> <p>Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.</p>		District Funded	

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:
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #2:
In Mathematics, El Toyon will increase the percentage of students meeting and exceeding standard from 33.75% to 36.75% on the 2018-2019 CAASPP test.
Data Used to Form this Goal:
2017-2018 Smarter Balanced test results
Findings from the Analysis of this Data:
Our 2017-2018 Smarter Balanced math results did not meet the school or district vision of success for all learners. Although our scores increased 5% from the previous year, our students and staff are capable of much higher achievement than this baseline data represents.
How the School will Evaluate the Progress of this Goal:
The principal will monitor progress on UCI Units assessment data. Teachers will meet regularly at data teams in order to analyze formative assessment data, including UCI assessments. Principal walk-throughs and observations will ensure that teachers are implementing agreed-upon assessments and instructional practices.
Who are the focus students and what is the expected growth?
Although we had growth in grades 3, 4, and 6, the majority of our students did not meet the standard for math, our focus is on instructional practices, including the use of formative assessment data, to ensure better results in the 2018-2019 school year. Nevertheless, we are also targeting students with the greatest need. These students have been identified by assessment data as being several grade levels below their peers in math, and will receive extra instruction in math accordingly. Impact teachers will provide some of this small-group instruction during the school day, and a teacher will run a before-school math program for children most in need of help in math.

How does this goal align to your Local Educational Agency Plan goals?

National School District has a goal of success for all students in mathematics.

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

El Toyon teachers and parents helped develop this goal along with the principal.

What data will be collected to measure student achievement?

Ongoing formal and informal assessments will be given in order to monitor student progress, and small groups for intervention will be formed based on this assessment data.

Formal assessment takes place throughout the school year, and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include UCI Unit-tests, (performance tasks), teacher-created formative assessment, iReady, and Renaissance’s STAR Math. Teachers will also implement shorter-term formative assessment – exit tickets and other ways of checking for understanding – on a daily basis.

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

Professional development in number talks, math fluency games, and student academic discussions in math
UCI units and the Data Teams process
Go Math! resources
iReady
SuccessMaker math for grades K-6
Small group support for students most in need delivered by classroom teachers, resource specialist, and impact teachers
Ongoing professional development during and outside of data team meetings.
Parent engagement in supporting their children in math: Family Math Days, Family Math Night, volunteer trainings, and room parents
RtI meetings
Ongoing professional development in SDAIE strategies for English learners.

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. Refined data teams PLC process, focused on formative assessment and targeted instructional strategies. 2. Ongoing, daily formative assessment to assess progress in refined Rigorous Curriculum Design (RCD) units of study. 3. Targeted and actionable feedback to students 4. Student collaborative learning around rich math tasks 5. High-level class discussions 6. Guided instruction using targeted questioning, especially with needs-based small groups 7. Spiraled curricula 8. Learning software 9. Independent practice for students 	1-9 throughout the school year	1-9 teachers and principal	<p>1-9. Principal observation and walkthrough data, and assessment results, will be used to monitor implementation</p> <p>6. Impact teachers will implement a portion of the small-group guided instruction. Impact teacher salaries were included in goal #1.</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. Refined data teams PLC process, focused on formative assessment and targeted instructional strategies.</p> <p>2. School-wide professional development around student mathematical discourse, including number talks and math fluency games.</p> <p>3. Professional development in promoting academic discourse among students.</p> <p>4. Ongoing formative feedback to teachers provided by the principal.</p>	<p>#1, 3, and 4 throughout 2018-2019 school year.</p> <p>#2 September and October 2018</p>	<p>1. Classroom teachers</p> <p>2. Classroom teachers, principal, and Rusty Bresser consultant from UCSD.</p> <p>3. Teachers and principal.</p> <p>4. Teachers, principal, and parent community.</p>	<p>1-4. Implementation will be monitored by principal observations and walk-throughs, as well as assessment data</p> <p>2. Math talks, Talk Moves PD</p> <p>3. STEAM Mathematics PD</p> <p>4. Makers Space initiative</p>		<p>Title I</p> <p>Title I</p>	<p>2,000</p> <p>2,310</p>
<p>Increased Educational Opportunity:</p> <p>1. All students will access to whole-class, small-group, collaborative learning, and targeted independent practice experiences appropriate for their needs as determined by formative assessment data.</p> <p>2. Impact teacher will provide small group support to students in need of extra small-group instruction in math, as determined by assessment data.</p> <p>3. All Students will have access to Success Maker, iReady and other math learning software</p>	<p>1-3 throughout 2018-2019 school year</p>	<p>1. All teachers</p> <p>2. Impact teacher</p> <p>3. All teachers</p>	<p>1-2. Principal observations and assessment data</p> <p>3. Success Maker reports</p> <p>2. Impact teacher salary described in goal #1</p> <p>3. District purchase</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. Information will be shared and input solicited from the School Site Council, which is made of equal numbers of staff and parents.</p> <p>2. Student Study Teams will meet with parents of struggling students to create plans for increased achievement.</p> <p>3. Family Math Days and Family Math Night</p> <p>4. Regular communication via letters, phone calls, and emails through School Messenger</p> <p>5. Will offer SuccessMaker home and iReady access to all students.</p> <p>6. Teachers regularly send home newsletters that describe instructional practices and math curriculum.</p>	<p>1. Monthly throughout school year</p> <p>2. Weekly throughout school year</p> <p>3. Beginning in January 2018</p> <p>4. Throughout school year</p> <p>5. Throughout school year</p> <p>6. Throughout school year</p>	<p>1. SSC members</p> <p>2. Parents, Counselor, LAS, RSP, Speech pathologist, principal, school psychologist</p> <p>3. Family math night committee, principal, teachers</p> <p>4. Principal</p> <p>5. Teachers</p> <p>6. Teachers</p>	<p>2. Counselor and language arts salary expenses described in Goal #1</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology 1. All students will have access to proven learning software 2. Illuminate reports 3. Students will have access to Google Classroom in order to support their learning 4. Repair technology as needed 5. Teachers receiving stipend serve as technology liaisons, and El Toyon pays part of cost for technology support professional's salary.	1. Ongoing 2. Ongoing 3. Ongoing 4. Beginning in January	1. all teachers 2. all teachers 3. all teachers	5. Costs were described in goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the schoolwide program</p> <p>1. El Toyon Elementary participates in the District vertical articulation plan wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes, with debriefing discussions with the Director of Early Childhood Education.</p> <p>2. Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. Kindergarten orientation at El Toyon Elementary is conducted each year during June. Teachers discuss expectations and school culture to assist with the transition from preschool by providing information on math standards, English Language Arts Standards, ELD standards, General Ed and Special Education needs.</p>	1. April-May 2018	1. TK and Kinder teachers, substitutes	Visitation schedule Debriefing notes		District Funded	
	2. April 2018	2. Office Staff	Letter		LCFF	
	3. July 2018	3. Kindergarten teachers, substitutes or child care	Orientation agenda and schedule Parent Sign-in Parent Survey/evaluation of meeting		Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District’s Human Resources Department insures that all teachers hired are “Highly Qualified.”</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>El Toyon Elementary also provides teacher support through professional development, peer coaching, principal observations and walkthroughs with formative feedback.</p>	1. Ongoing hiring	1. HR Dept.	Yearly Audit Williams Reviews		District Funded	
	2. First two years of teaching service	2. HR Department /BTSA teachers	Yearly Audit BTSA Events Principal/Teacher/Provider meeting schedule and notes		District Funded	
	3. Ongoing	3. Language Arts Specialist, Principal, Teachers	See Form B, professional development costs and LAS salary. Principal observations and walkthrough data, assessment data		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Support</p> <p>1. Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations.</p> <ul style="list-style-type: none"> • Be Safe • Be Kind • Be Respectful • Be Responsible <p>2. Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom.</p> <p>3. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small educational prizes as motivation to earn more tickets.</p> <p>4. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues.</p> <p>5. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents.</p> <p>6. Expectations will be posted around campus as a constant reminder for students.</p>	2018-2019 school year	Teachers and staff	<p>PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.</p> <p>Teachers will give weekly lessons and give instruction on the PBIS expectations.</p> <p>Expectations will change weekly and will rotate through out the year.</p> <p>PBIS committee strategies will be given to teachers to support areas of behavioral concern.</p> <p>Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.</p>		District Funded	

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:
LCAP Goal #1: English Learners are prepared to compete in a global society
SCHOOL GOAL #3:
<ul style="list-style-type: none">English Language Arts English Learner Goal: El Toyon will increase the percentage of English learner students who meet standard in English language arts from 16% to 20% on the 2018-2019 CAASPP assessment.Mathematics English Learner Goal: El Toyon will increase the percentage of English Learner students who meet standard in math from 17% to 21% on the 2018-2019 CAASPP assessment.
Data Used to Form this Goal:
2017-2018 SBAC and STAR renaissance assessment results were used to determine this goal.
Findings from the Analysis of this Data:
Although El Toyon made significant gains from the previous year, our data are still not in line with our goal of success for all learners.
How the School will Evaluate the Progress of this Goal:
Teachers will meet regularly at data teams in order to analyze student data, and the principal will monitor assessment data.
Who are the focus students and what is the expected growth?
We will focus on our ELPAC I-3 level students. We expect to move 10% students in ELA and math to proficient or advanced on both the 2018-2019 STAR renaissance assessment and the CAASPP assessment.
How does this goal align to your Local Educational Agency Plan goals?
National School District is currently in Differentiated Assistance and focusing on English Learner student group and math.
Which stakeholders were involved in analyzing data and developing this goal?
El Toyon teachers and the El Toyon School Site Council helped develop this goal along with the principal.
What data will be collected to measure student achievement?

Ongoing formal and informal assessments will be given in order to monitor student progress. Reports showing English Learner results will be run after assessments in order to monitor their progress and to provide instructional modification when needed.

We will use ELPAC data to assess whether our goals were met. In the meantime, teachers and the administrator will regularly monitor progress on teacher-created formative assessments, Benchmark curriculum assessments, STAR Renaissance reading, iReady and math, Learning Headquarters writing tasks, and other assessments of learning.

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

- Differentiate instruction based on students' ELPAC levels
- Daily Systematic English Language Development (SELD)
- SuccessMaker and Imagine Learning

iReady

- Small group support, especially for newcomers and long-term English learners
- Parent Informational meetings
- Parent engagement
- Reading assignments during school break
- RtI meetings
- Data Teams /SMART goals with English Learner goals in mind
- Ongoing professional development in: Common Core, English Learner strategies (SDAIE), SELD, collaborative learning, student academic discussion, and the English language arts/English language development (ELA/ELD framework).

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"> Continual implementation of SuccessMaker, iReady and Imagine Learning 45 minutes of SELD instruction, four times per week for all students Teachers will implement SDAI strategies Teachers will implement accountable student talk, explicit vocabulary instruction, visual aides and graphic organizers. Teachers will implement structured collaborative learning on a regular basis School-wide focus on class discussion and small-group academic discussion. 	1-5. Ongoing	1-6. all teachers	<ol style="list-style-type: none"> Principal observations and walkthroughs, assessment results Students switch classes to get targeted instruction for their level. Impact teachers and the language arts specialist have groups to help further target student needs. 			

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> <ol style="list-style-type: none"> Professional development on student academic discussion. Professional development on ELA/ELD framework. SDAI strategy professional development Grade level teams will meet to focus on the analysis of data to create SMART goals and determine if modifications to instruction are necessary, with an emphasis on English learners English learner liaison attends district meetings, and works to distribute information. Spanish-to-English transition teachers received professional development in teaching for student transference between languages. 	Throughout the school year	<ol style="list-style-type: none"> Teachers and principal English learner liaison, all teachers Teachers, principal All teachers, principal English learner liaison 	<ol style="list-style-type: none"> 2 & 5: English learner liaison stipend 6. Costs described in goal #1 		LCFF	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased educational opportunities: Alternative supports for Long-Term English Learners.</p> <p>(Must target LTEL's in grades 4, 5, and 6)</p> <p>1. The principal regularly asks teachers of long-term English learners in grades 4, 5, and 6 about their progress, and ensures needs are being met.</p> <p>2. Long-term English learners in these grades receive additional small-group instruction time, through impact teachers and our language arts specialist.</p> <p>3. The principal regularly meets with fifth and sixth-grade long-term English learners to ensure they are receiving adequate services.</p>			<p>2. Impact teachers and language arts specialist salaries were listed in goal #1, because they are also part of our goal for overall English language arts achievement.</p> <p>A portion of our impact teachers' and language arts specialist's salaries, totaling \$20,000, is devoted to this goal.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Support</p> <p>1. Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations.</p> <ul style="list-style-type: none"> • Be Safe • Be Kind • Be Respectful • Be Responsible <p>2. Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom.</p> <p>3. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small educational prizes as motivation to earn more tickets.</p> <p>4. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues.</p> <p>5. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents.</p> <p>6. Expectations will be posted around campus as a constant reminder for students.</p>	2018-2019 school year	teachers and staff	<p>PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.</p> <p>Teachers will give weekly lessons and give instruction on the PBIS expectations.</p> <p>Expectations will change weekly and will rotate through out the year.</p> <p>PBIS committee strategies will be given to teachers to support areas of behavioral concern.</p> <p>Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.</p>		District Funded	

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: Students with Disabilities
LEA/LCAP GOAL:
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #4:
<ul style="list-style-type: none">English Language Arts Students with Disabilities Goal: El Toyon will increase the percentage of students with disabilities who meet standard in English language arts from 0% to 3% on the 2018-2019 CAASPP assessment.Mathematics Students with Disabilities Goal: El Toyon will increase the percentage of students with disabilities who meet standard in math from 0% to 3% on the 2018-2019 CAASPP assessment.
Data Used to Form this Goal:
2017- 2018 SBAC and STAR renaissance assessment results were used to determine this goal.
Findings from the Analysis of this Data:
Our teachers and students are capable of achieving well beyond the scores indicated on last year's CAASPP test.
How the School will Evaluate the Progress of this Goal:
I will regularly run assessment reports in order to monitor student progress. Teachers will meet regularly at data teams in order to analyze math data. Additionally, our support staff will meet with teachers every five weeks to monitor students who have entered the RtI process. SST and IEP meetings will be held throughout the school year
Who are the focus students and what is the expected growth?
We will focus on all students with IEPs who are enrolled our Special Education class and also those in our general education setting. We expect them to make 10% more of these students to meet or exceed standards on the 2018-2019 SBAC.
How does this goal align to your Local Educational Agency Plan goals?
National School District prioritizes the achievement of students with disabilities, in both English language arts and math.
Which stakeholders were involved in analyzing data and developing this goal?

El Toyon teachers and parents helped develop this goal along with the principal.

What data will be collected to measure student achievement?

Ongoing formal and informal assessments will be given in order to monitor student progress. These include, but are not limited to, STAR Renaissance reading and math, Rigorous Curriculum Design unit assessments, and teacher-created assessments.

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

- SuccessMaker and Imagine Learning software implementation
- Small group support with RSP teacher, impact teachers, and instructional aides
- Parent Informational meetings
- IEP meetings and goal-setting
- Teachers regularly meeting to analyze data
- Ongoing professional development

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"> Continual implementation of SRA, SIPPS, SuccessMaker, Imagine Learning, SEBT, Read 180, Language! Scaffolded and differentiated instruction to meet the needs of all students, including small group instruction with needs-based grouping in the classroom. Students with IEPs in mainstream classes meet regularly for reading groups with the RSP teacher, and math groups with impact teacher Assessments included in our ELD program Teacher observations, progress monitoring, and teacher-created assessments 	2. Ongoing	<ol style="list-style-type: none"> SDC teacher trained teacher Ongoing, all teachers RSP, impact teacher, classroom teachers 	<ol style="list-style-type: none"> Principal observations, Progress monitoring through data reports District purchase 			

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. Teams of teachers will meet bi-weekly in data teams to review math data, and set and meet smart goal. Students with disabilities will be an ongoing focus of these meetings.</p> <p>2. Our RSP teacher will meet regularly with data teams of general education teachers to implement curricular modifications as determined by data and student IEPs.</p>	<p>1. Bi-Weekly</p> <p>2. Bi-Weekly</p>	<p>1. All teachers</p> <p>2. RSP teacher</p>	<p>1 and 2: District funded.</p> <p>Principal observations of data teams and classroom instruction, and assessment data.</p>			
<p>Parent engagement</p> <p>1. Parents will be engaged throughout the IEP process, and in the tiered intervention process leading up to the possible creation of an individualized education plan. Our SDC and RSP teacher, as well as our support team (principal, counselor, psychologist, speech therapist) will be in regular communication with parents to ensure best possible outcomes. There is an extra layer of communication with parents, in addition to regular communication from the classroom teacher of students with special needs.</p>	<p>1. Throughout the 2018-2019 school year.</p>	<p>1. Principal, special day class teacher, resource specialist, psychologist, counselor, speech therapist.</p>	<p>1. Holding of regular Student Study Team meetings on Mondays and Wednesdays, and IEP meetings as scheduled throughout the year. Phone calls, email, and communication through messaging applications will also be implemented.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology</p> <p>1. Students with IEPs will have access to all technology resources available to other students. In addition, students will have access to additional software and electronic devices as dictated by their IEP's for personalized learning.</p>	<p>1. Throughout the 2018-2019 school year.</p>	<p>1. Special day class teacher, resource specialist, technology liaisons</p>	<p>1. Electronic devices will be used as necessary to provide universal access to the curriculum for all students. Learning software will be implemented to maximize student progress.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Support</p> <p>1. Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations.</p> <ul style="list-style-type: none"> • Be Safe • Be Kind • Be Respectful • Be Responsible <p>2. Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom.</p> <p>3. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small educational prizes as motivation to earn more tickets.</p> <p>4. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues.</p> <p>5. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents.</p> <p>6. Expectations will be posted around campus as a constant reminder for students.</p>			<p>PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.</p> <p>Teachers will give weekly lessons and give instruction on the PBIS expectations.</p> <p>Expectations will change weekly and will rotate through out the year.</p> <p>PBIS committee strategies will be given to teachers to support areas of behavioral concern.</p> <p>Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.</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: Positive Behavior Intervention and Support with Structured Recess and School Climate
LEA/LCAP GOAL:
LCAP Goal #4: Provide safe environments that promote social, emotional, and physical wellness.
SCHOOL GOAL #5:
El Toyon will decrease the number of Tier I and Tier II referrals given by 10% for grades TK through 6 by implementing structured recess, PBIS strategies, Sanford Harmony social emotional curriculum and full time counselor.
Data Used to Form this Goal:
Data analyzed from the 2018- 2019 I Illuminate software program.
Findings from the Analysis of this Data:
Percentage of students receiving Tier I or Tier II referrals will decrease from 2017- 2018 to 2018-2019 by 10% according to the Illuminate software program.
How the School will Evaluate the Progress of this Goal:
PBIS committee and counselor will meet once a month to analyze data and discuss areas of concern on the playground or in the classroom.
Who are the focus students and what is the expected growth?
Students who are continually a behavioral concern, social emotional need, and students with chronic Tier I and Tier II referrals.
How does this goal align to your Local Educational Agency Plan goals?
National School District prioritizes the achievement of students with behavioral concerns and social emotional need, while looking for a proactive and restorative process with discipline and structure.
Which stakeholders were involved in analyzing data and developing this goal?
The teachers of the PBIS committee, noon supervisors, and school counselors.
What data will be collected to measure student achievement?
Data will be continually analyzed through the Illuminate system. This data will show us the frequency of Tier 1's and Tier II's per student. This data will also show us frequent areas of concern on the playground and in classrooms.
Actions to improve achievement to exit program improvement (if applicable).
Not applicable.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student behaviors will decrease due to classroom playground stations for 1st and 2nd grade..	Throughout 2018-2019 school year.	Playground supervisors will maintain student stations.	Students will play at stations picked throughout the week. They will pick a station to play at for the week then rotate depending on classroom. Allocations will go towards playground equipment and replacements.		Title I	1,000
Weekly Focus: All Grades	Throughout 2018-2019 school year.	Teachers and staff	Teachers will be given weekly expectation lessons. This instruction will be implemented within the first 6 weeks then reviewed throughout the year. Weekly focus will be posted around campus for students to see and understand that expectations will be praised by eagle tickets.			
Restorative Practices	Throughout 2018-2019 school year.	Teachers and staff	Teachers will be forming restorative circles within the classroom for proactive measures within the classroom and recess.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tier 1 and 2 Referrals	Throughout 2018-2019 school year.	teachers, staff, and principal	teachers, staff, and the principal will use tier I and Tier II referrals for students with behavioral concerns as a form of documentation and communication to the parent.			
Reflection Packets	2018-2019 school year	teachers and administrators	Teachers will use reflection packets as a restorative practice for students with behavioral concerns.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Support</p> <p>1. Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations.</p> <ul style="list-style-type: none"> • Be Safe • Be Kind • Be Respectful • Be Responsible <p>2. Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom.</p> <p>3. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small educational prizes as motivation to earn more tickets.</p> <p>4. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues.</p> <p>5. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents.</p> <p>6. Expectations will be posted around campus as a constant reminder for students.</p>	2018-2019 school year	teachers and staff	<p>PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.</p> <p>Teachers will give weekly lessons and give instruction on the PBIS expectations.</p> <p>Expectations will change weekly and will rotate through out the year.</p> <p>PBIS committee strategies will be given to teachers to support areas of behavioral concern.</p> <p>Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sanford Harmony Social Emotional Curriculum	2018-2019	school counselor	Counselor will provide Sanford Harmony social emotional lessons whole group instruction within the classroom on a daily basis.		District Funded	

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"> Tech support for computers 	8-14 through 6-15		Salaries of technicians		LCFF	5,786
<ul style="list-style-type: none"> Accelerated Reader to support promote increased reading comprehension 	8-14 through 6-15		Accelerated Reader Licenses		LCFF	3,429.92
<ul style="list-style-type: none"> CELDT Support 	8-14 through 6-15		Assessment Team personnel		Title III	3,798
<ul style="list-style-type: none"> Maintenance Support 			Maintenance		LCFF	6,037

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	185187	0.00
Title I	36,567	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	185,187.00
Title I	36,567.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF	185,187.00
	Title I	36,567.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	214,744.00
Goal 2	4,810.00
Goal 3	1,200.00
Goal 5	1,000.00

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
Bryan Vine	X				
Pat Duran		X			
Kimberly Carnagey		X			
Patty Carrillo		X			
Miriam Torres				X	
Lisa Anderson			X		
Vilma Garcia				X	
Adrian Rodriguez				X	
Claudia Olivo				X	
Numbers of members of each category:	1	3	2	6	

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

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

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

Signature

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

Attested:

<p>Bryan Vine</p> <p>_____</p> <p>Typed Name of School Principal</p>	 <p>_____</p> <p>Signature of School Principal</p>	<p>_____</p> <p>Date</p>
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<p>Kim Carnagey</p> <p>_____</p> <p>Typed Name of SSC Chairperson</p>	 <p>_____</p> <p>Signature of SSC Chairperson</p>	<p>_____</p> <p>Date</p>
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