

The Single Plan for Student Achievement

School: Ira Harbison Elementary
CDS Code: 3768221603864
District: National School District
Principal: Isabel Silva
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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

Ira Harbison Elementary's Vision and Mission Statements

Ira Harbison School community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility, and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

School Profile

Ira Harbison Elementary School was established in 1949. Ira Harbison is part of the National School District which is an environment focused on the following core values; "Students First, Whatever it Takes, and Relationships Matter." National School District is located in the southern region of San Diego County. It is part of National City, which was incorporated in September 17, 1887. It is the second oldest community in San Diego County. Our district is composed of 10 elementary schools as well as a Pre-School Center.

During the 2018-2019 school year, we serve students in grades Transitional Kindergarten through Sixth grade with 518 total students. We have 21 fully credentialed classroom teachers, a site Language Arts Specialist, a School Psychologist, a Speech Pathologist, a Library Media Specialist, a School Counselor, a full time Health Clerk and additional classroom support and office staff. We are very proud of the home-school connections and partnerships that have been established with our parent community, including the Parent Teacher Association, School Site Council, English Learner Advisory Committee and other parent groups.

During Back-to-School and Curriculum Night events, information is shared with parents about their child's instructional focus for the year. Our goal is to provide the best education for all students and to maintain parent engagement all year long. More and more of our school community is beginning to use digital platforms, so we encourage our families to celebrate student accomplishments through social media. In addition, we use Peach Jar and School Messenger to maintain regular communication with our parents.

We continue to offer professional development for all of our staff to develop a greater understanding of the California Common Core Standards in English Language Arts and Mathematics. We also embrace the Positive Behavioral Interventions and Supports (PBIS) system to help us establish an environment where social/emotional learning is fostered and encouraged. We follow a tiered process of supports that ensures a safe learning environment for all students. Ira Harbison is truly an inspiring school!

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).

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

Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms regularly. In addition to these visits, each school has three visits from executive cabinet each year for district-involved walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal is provided.

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)

Ira Harbison Elementary School draws upon vital information in a number of state and local assessments to guide instruction to improve student outcomes. Extensive data is assembled on a district electronic database relating to the CAASPP (SBA, CAST, CAA), district and site-based Multiple Measures including Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the Illuminate management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 minutes 4 times a week for students in grades 4-6 and 30 minutes 4 times a week for students in grades TK-3. ELD instruction is provided for 30 minutes 4 times a week. At risk students in grades K-6 are provided with 20 minutes additional instruction in English Language Arts along with additional Mathematics instruction both completed in small group and/or one-on-one.

Ira Harbison Elementary School complies with and monitors implementation of instructional time for the adopted programs for Language Arts, Mathematics and ELD. The school also provides additional time for students requiring intervention in Language Arts and Mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in Language Arts and Mathematics. Impact teachers and regular education teachers are used to supplement Language Arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

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

Ira Harbison Elementary School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential English Language Arts and Mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal and diagnostic assessments takes place four times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given throughout the year at the end of each instructional unit. Running Records are conducted regularly to determine student progress in foundational literacy and comprehension skills. Site-based Assessments include: Benchmark Assessment System (BAS) Reading Records, Basic Phonics Skills Test (BPST), UCI Math Unit Assessments, Learning Headquarters Program Writing Prompts, Go Math Mathematics Skill and Benchmark Tests, and STAR Reading and Math Assessments.

Students who are having difficulty performing at grade level standard at Ira Harbison Elementary School are supported on several levels in the classroom and through site level planning teams. Teachers develop standards-based instructional plans and align to comprehensive assessments that will address the needs of struggling students. Grade level meetings, Teacher-on-Special-Assignment (TOSA) consultation sessions, and guidance from the Site Language Arts Specialist (LAS) are all approaches that are brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meetings are scheduled to involve the expertise of the School Principal, Speech & Language Pathologist (SLP), School Psychologist and Resource Specialist Program (RSP) Teacher in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in Kindergarten through Sixth grades. Grade level RtI meetings are held every 8-10 weeks to discuss specific students, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored every 8 weeks, progress of Tier 2 students is monitored every 4 weeks, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use BAS progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school YMCA REACH Program, SuccessMaker, Prodigy, Go Math! and Imagine Learning.

As discussed previously, Ira Harbison Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held bimonthly to discuss assessment outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff score writing samples collaboratively at least three times each year, using rubrics from the Learning Headquarters program and CAASPP anchor samples. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

Staffing and Professional Development

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

All teachers in the National School District meet the requirements to be Highly Qualified.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with the NCLB requirements and the Every Student Succeeds Act (ESSA) expectations. The staff at Ira Harbison Elementary School is involved in a program of ongoing professional development linked to Common Core State Standards (CCSS). Instructional planning is driven by the review of student outcomes on assessments that target essential content area standards. District level staff development focuses on the key areas in English Language Arts, Mathematics and ELD objectives and instructional practices to optimize student performance. All TK – 6th grade teachers are offered on-going trainings from a consultant on how to use reports from SuccessMaker to target instruction and support for students in Reading and Math. All staff at Ira Harbison receives on-going professional learning opportunities which includes the best practices for accessing and interpreting data online utilizing the Illuminate data management system. This system provides access to the full range of local and state assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service trainings on how to create grade level assessments and classroom data reports through Illuminate, Imagine Learning and SuccessMaker. The STAR Reading Assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including, STAR Reading/Math, ELPAC, CAASPP, and site-based Multiple Measures Assessments. The plan is developed through the collaborative efforts of the site instructional leader, the site Language Arts Specialist, Classroom Teachers and Support Staff, along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. Smarter Balanced results, the Illuminate data management system, Benchmark Assessment System (BAS), Learning Headquarters Writing and ELPAC overall performance ranges were the focus of professional development for teachers in Transitional Kindergarten through 6th grade. New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Our Language Arts Specialist help support new staff members to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the Resource Specialist, Psychologist, and through grade level colleagues.

Other staff development areas includes Benchmark Assessment System (BAS), ELA/ELD Framework, Smarter Balanced Claims and Targets, Academic Vocabulary, School Safety, Student Engagement, Wixie Programs, Promethean ActiveInspire, STAR Reading and Math, BPST Assessments, and Fine Arts professional development.

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

- The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.
- The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using the Illuminate management system.
- Ira Harbison Elementary School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example Comprehension Toolkit, BAS and the Systematic English Language Development. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

As discussed previously, Ira Harbison School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, results of Benchmark assessments, STAR Reading and Math assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in English Language Arts, Mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation is encouraged during site collaboration days.

Primary grades focus on BAS results and outcomes related to phonemic awareness, phonics, word recognition, vocabulary, reading fluency and comprehension as measure by the Basic Phonics Skills Test (BPST). Upper grade teachers also use BAS results and STAR reading assessments to monitor the progress of their students. Teachers also work together to analyze data from the district UCI Mathematics unit assessments and English Language Arts RCD units. They use Illuminate data reports to determine next steps for instruction at grade level teams. In writing, all teaching staff scores writing samples collaboratively at least 3 times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

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

Ira Harbison Elementary School is continuing our transition to the Common Core State Standards within all subject matters. Ira Harbison Elementary School is involved in standards based English Language Arts and Mathematics instruction for all students through the combination of published and computer based instruction. The American Reading Company and Benchmark instructional materials are the core curriculum texts adopted by the district in 2018-19. In addition, we use the Learning Headquarters program, which is the district core-writing program in grades K–6. The Fountas and Pinnell Comprehension Toolkit is also used to supplement our English Language Arts program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist along with an Impact teacher as Tier II reading intervention programs. English Language Development (ELD) is addressed through the use language scaffolds and best practices for Designated/Integrated ELD instruction. UCI Math units are the primary resources for mathematics instruction adopted by the district, along with supplemental resources from the Go Math! curriculum. At Ira Harbison School, we have implemented a variety of computer based programs to support our students in Reading and Math. SuccessMaker is used in grades K 6. This program targets students in their instructional level as well as allows access to this online software at home. Accelerated Reader along with RAZ kids, both online reading programs, are used to help promote independent reading and allow teachers to monitor participation throughout the year. Clear school goals, shared vision, implementation of Common Core Standards, formative as well as summative assessments, and ongoing data analysis are the key components in driving our instructional programs at Ira Harbison.

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

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

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

Units of Study in Math and English 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. UCI Math units vary in length, but also provide "buffer days" for reteaching and review.

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

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

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

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

Opportunity and Equal Educational Access

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

A Language Arts Specialist works with the teaching staff to provide additional support for students not reading at grade level. After school classes are offered to enrich students' experiences. Resource classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement Resource Teacher in 2018-2019. Also, the District will be providing parenting classes on various topics throughout the 2018-2019. In addition to providing education to our students, Ira Harbison School has made an effort to provide our parents with opportunities to learn more about Common Core Standards implementation. Teachers have provided parent education nights in Math, Science and Technology. These parent training have offered our parents a better understanding of Math Common Core Standards and presented them with lesson samples. Teachers helped parents understand the shifts between California's previous content standards and the CCSS Mathematics Standards. Principal chats have focused on English Language Arts Standards and the shifts that have taken place in ELA/Literacy instruction. Discussions have also focused on the CAASPP assessment system. Our teachers informed parents that this Smarter Balanced Assessment requires our students to demonstrate their understanding of how they arrived at their answer, as well as providing evidence to support their responses. Students must also be able to communicate this effectively in writing.

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)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement Resource Teacher in 2018-2019.

Funding

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

1. Language Arts Specialist
2. After School Classes
3. SuccessMaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

The English Learner population of Ira Harbison has shifted over the years and our percentages reflect these changes. Currently, we have 33% of all students identified as English Learners at all levels of language acquisition and representing a diversity of languages. We continue to see growth in the listening and speaking domains of our English Learners, but some are not achieving the expected progress in reading and writing, or attaining Reclassification status. These students seem to struggle in moving beyond level 3 on the ELPAC. Although extended learning opportunities have been available in previous years, many of these students decline participation due to conflicts with parent work schedules and/or or lack of transportation.

Parent participation in various trainings has also been on a slight downfall for our school community. Although we offer both morning and evening sessions, parent involvement continues to be a challenge for Ira Harbison. Additionally, it is difficult for us to provide Tier 3 intervention programs because we have struggled to establish a formal Multi-Tiered System of Supports (MTSS) structure with clearly identified Tier 3 supports.

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	90	71	72	87	71	70	87	71	70	96.7	100	97.2
Grade 4	90	82	73	89	82	72	89	82	72	98.9	100	98.6
Grade 5	88	99	88	88	98	88	88	98	88	100	99	100
Grade 6	83	84	93	83	84	93	83	84	93	100	100	100
All Grades	351	336	326	347	335	323	347	335	323	98.9	99.7	99.1

* 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	2404.0	2410.6	2414.3	14	15.49	18.57	16	25.35	21.43	39	23.94	31.43	31	35.21	28.57
Grade 4	2488.0	2458.1	2471.6	35	14.63	26.39	25	31.71	27.78	20	24.39	20.83	20	29.27	25.00
Grade 5	2485.0	2510.3	2480.5	19	24.49	17.05	30	33.67	25.00	18	15.31	19.32	33	26.53	38.64
Grade 6	2522.2	2535.3	2545.8	14	19.05	18.28	35	39.29	41.94	24	23.81	24.73	27	17.86	15.05
All Grades	N/A	N/A	N/A	21	18.81	19.81	26	32.84	29.72	25	21.49	23.84	28	26.87	26.63

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	10	15.49	15.71	49	43.66	54.29	40	40.85	30.00
Grade 4	27	20.73	25.00	46	54.88	48.61	27	24.39	26.39
Grade 5	13	22.45	15.91	49	51.02	50.00	39	26.53	34.09
Grade 6	14	25.00	31.18	46	46.43	40.86	40	28.57	27.96
All Grades	16	21.19	22.29	48	49.25	47.99	36	29.55	29.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	19.72	15.71	53	50.70	44.29	33	29.58	40.00
Grade 4	33	18.29	22.22	49	53.66	52.78	18	28.05	25.00
Grade 5	24	39.80	28.41	43	33.67	38.64	33	26.53	32.95
Grade 6	27	28.57	26.88	46	47.62	55.91	28	23.81	17.20
All Grades	24	27.46	23.84	48	45.67	47.99	28	26.87	28.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.49	14.29	71	54.93	70.00	18	29.58	15.71
Grade 4	16	8.54	12.50	73	65.85	68.06	11	25.61	19.44
Grade 5	15	15.31	7.95	59	63.27	65.91	26	21.43	26.14
Grade 6	17	11.90	8.60	66	78.57	73.12	17	9.52	18.28
All Grades	14	12.84	10.53	67	65.97	69.35	18	21.19	20.12

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	18	21.13	27.14	53	56.34	50.00	29	22.54	22.86
Grade 4	38	25.61	36.11	47	51.22	41.67	15	23.17	22.22
Grade 5	41	32.65	26.14	39	46.94	39.77	20	20.41	34.09
Grade 6	31	34.52	36.56	54	45.24	47.31	14	20.24	16.13
All Grades	32	28.96	31.58	48	49.55	44.58	20	21.49	23.84

Conclusions based on this data:

1. As demonstrated by the overall ELA achievement results, Grade 6 students scored higher than the lower grades (3rd-5th) achieving a total percentage of 60.22% at the "Met" and "Exceeded" standard expectations.
2. According to the 2017-18 overall data, 51% of students in grades 3-6, on average, did not meet the ELA standard, with 24.08% at the "Nearly Met" level and 26.82% at the "Not Met" level.
3. As reflected in the 2017-18 data for ELA, nearly all students in grades 3-6 scored highest in the "Research/Inquiry" strand than in any other ELA strand.

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	90	71	72	87	71	71	87	71	71	96.7	100	98.6
Grade 4	90	82	73	89	82	72	89	82	72	98.9	100	98.6
Grade 5	88	99	88	88	98	88	88	98	88	100	99	100
Grade 6	83	84	93	83	84	93	83	84	93	100	100	100
All Grades	351	336	326	347	335	324	347	335	324	98.9	99.7	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2420.0	2423.5	2416.1	14	15.49	12.68	23	23.94	29.58	36	33.80	26.76	28	26.76	30.99
Grade 4	2472.1	2459.9	2465.5	12	7.32	13.89	31	24.39	25.00	39	47.56	37.50	17	20.73	23.61
Grade 5	2465.8	2482.7	2472.0	7	11.22	11.36	13	16.33	13.64	39	39.80	26.14	42	32.65	48.86
Grade 6	2474.0	2505.5	2525.4	5	9.52	11.83	17	28.57	27.96	37	30.95	36.56	41	30.95	23.66
All Grades	N/A	N/A	N/A	10	10.75	12.35	21	22.99	23.77	38	38.21	31.79	32	28.06	32.10

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	25	23.94	32.39	44	42.25	29.58	31	33.80	38.03
Grade 4	21	18.29	16.67	45	39.02	44.44	34	42.68	38.89
Grade 5	14	14.29	14.77	28	38.78	27.27	58	46.94	57.95
Grade 6	7	14.29	18.28	29	46.43	50.54	64	39.29	31.18
All Grades	17	17.31	20.06	37	41.49	38.27	46	41.19	41.67

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	16	18.31	18.31	46	49.30	35.21	38	32.39	46.48
Grade 4	19	8.54	15.28	46	57.32	59.72	35	34.15	25.00
Grade 5	5	9.18	15.91	49	51.02	38.64	47	39.80	45.45
Grade 6	7	10.71	13.98	45	50.00	62.37	48	39.29	23.66
All Grades	12	11.34	15.74	46	51.94	49.38	42	36.72	34.88

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	16	23.94	22.54	63	50.70	54.93	21	25.35	22.54
Grade 4	12	12.20	20.83	70	63.41	51.39	18	24.39	27.78
Grade 5	5	10.20	12.50	47	54.08	38.64	49	35.71	48.86
Grade 6	12	10.71	12.90	53	57.14	52.69	35	32.14	34.41
All Grades	11	13.73	16.67	58	56.42	49.07	31	29.85	34.26

Conclusions based on this data:

1. As demonstrated by the results, we had more students in the "Nearly Met" and/or "Not Met" standards, with the average at 63.52% of the school population
2. According to the overall data, students scored higher in the "Concepts and Procedures" domain with 20.06% of students in the Above Standard level.
3. As reflected in the overall data, third grade students had an average of 42.26% of students exceeding and/or meeting the standard; scoring higher than the 4-6th grade students.

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	1433.8	1434.9	1430.9	52
Grade 1	1479.2	1467.1	1490.8	43
Grade 2	1500.3	1492.0	1508.2	46
Grade 3	1502.0	1494.2	1509.4	29
Grade 4	1499.5	1492.4	1505.8	26
Grade 5	1483.3	1459.5	1506.6	25
Grade 6	1493.1	1479.5	1506.4	34
All Grades	1480.7	1471.6	1489.0	255

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	19	36.54	*	*	20	38.46	*	*	52
Grade 1	23	53.49	12	27.91	*	*	*	*	43
Grade 2	21	45.65	19	41.30	*	*	*	*	46
Grade 3	*	*	12	41.38	*	*	*	*	29
Grade 4	*	*	13	50.00	*	*	*	*	26
Grade 5	*	*	11	44.00	*	*	*	*	25
Grade 6	*	*	*	*	*	*	13	38.24	34
All Grades	78	30.59	86	33.73	57	22.35	34	13.33	255

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	19	36.54	14	26.92	13	25.00	*	*	52
Grade 1	21	48.84	12	27.91	*	*	*	*	43
Grade 2	28	60.87	13	28.26	*	*	*	*	46
Grade 3	12	41.38	*	*	*	*	*	*	29
Grade 4	11	42.31	*	*	*	*	*	*	26
Grade 5	*	*	*	*	*	*	*	*	25
Grade 6	*	*	*	*	*	*	*	*	34
All Grades	105	41.18	72	28.24	41	16.08	37	14.51	255

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	16	30.77	14	26.92	21	40.38	*	*	52
Grade 1	22	51.16	12	27.91	*	*	*	*	43
Grade 2	21	45.65	14	30.43	*	*	*	*	46
Grade 3	*	*	*	*	12	41.38	*	*	29
Grade 4	*	*	*	*	13	50.00	*	*	26
Grade 5	*	*	*	*	*	*	*	*	25
Grade 6	*	*	*	*	*	*	20	58.82	34
All Grades	67	26.27	69	27.06	72	28.24	47	18.43	255

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	26	50.00	23	44.23	*	*	52
Grade 1	27	62.79	*	*	*	*	43
Grade 2	28	60.87	18	39.13	*	*	46
Grade 3	13	44.83	11	37.93	*	*	29
Grade 4	*	*	13	50.00	*	*	26
Grade 5	*	*	*	*	*	*	25
Grade 6	*	*	21	61.76	*	*	34
All Grades	116	45.49	105	41.18	34	13.33	255

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	16	30.77	24	46.15	12	23.08	52
Grade 1	21	48.84	18	41.86	*	*	43
Grade 2	31	67.39	13	28.26	*	*	46
Grade 3	13	*	11	37.93	*	*	29
Grade 4	16	61.54	*	*	*	*	26
Grade 5	*	*	13	52.00	*	*	25
Grade 6	*	*	19	55.88	*	*	34
All Grades	111	43.53	102	40.00	42	16.47	255

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	14	26.92	32	61.54	*	*	52
Grade 1	26	60.47	13	30.23	*	*	43
Grade 2	25	54.35	15	32.61	*	*	46
Grade 3	*	*	19	65.52	*	*	29
Grade 4	*	*	20	76.92	*	*	26
Grade 5	*	*	16	64.00	*	*	25
Grade 6	*	*	*	*	27	79.41	34
All Grades	76	29.80	118	46.27	61	23.92	255

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	39	75.00	12	23.08	*	*	52
Grade 1	17	39.53	23	53.49	*	*	43
Grade 2	13	28.26	29	63.04	*	*	46
Grade 3	*	*	18	62.07	*	*	29
Grade 4	*	*	16	61.54	*	*	26
Grade 5	*	*	14	56.00	*	*	25
Grade 6	*	*	27	79.41	*	*	34
All Grades	88	34.51	139	54.51	28	10.98	255

Conclusions based on this data:

1. According to the 2017-18 ELPAC data, the highest overall language percentage, 34.15%, was achieved by students in grades K-5, at the "Moderately Developed" language level.
2. As demonstrated by the overall ELPAC Summative results, Grade 5 students scored higher than all other lower grades (K-4th) achieving a mean scale score of 1509.1.
3. As reflected in the 2017-18 ELPAC data, all students tested in grades K-5 scored highest in the "Listening" domain than in any other strand with 50% of students scoring at the "Well Developed" level.

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 increase academic proficiency in Common Core English language arts standards
SCHOOL GOAL #1:
By the end of the 2018-2019 school year, students will improve English Language Arts achievement from 49% to 54% as measured by results from the June 2019 California Assessment of Student Performance and Progress (CAASPP)
Data Used to Form this Goal:
National School District will use 2018-2019 California Assessment of Student Performance and Progress (CAASPP) results
Findings from the Analysis of this Data:
National School District used the California Assessment of Student Performance and Progress (CAASPP) to determine appropriate goals. Analyses of the data revealed that majority of our grade levels are reaching an average of (49%) proficient and/or advanced rate in ELA. Our expected growth for the 2018-2019 is to have (54%) of all students reach proficient and/or advanced in the CAASPP.
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during collaboration and Data Team meeting times.
Who are the focus students and what is the expected growth?
We have identified students that scored proficient or advanced on the previous year on the CAASPP as well as the students that need to score proficient or advanced on the CAASPP test this current school year. So while our goal is to make annual yearly progress, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
How does this goal align to your Local Educational Agency Plan goals?
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in language arts for all of our significant subgroups.
Which stakeholders were involved in analyzing data and developing this goal?
National School District, teachers and administration are involved in analyzing the data and developing goals. Administration will address and review these goals with parents and School Site Council members.

What data will be collected to measure student achievement?

Using Illuminate (data management system), we will collect formative and summative assessments. We will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR reading scores from Renaissance Place, running record reading assessments from the Benchmark Assessment System and SuccessMaker.

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

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to focus on priority Common Core standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"> Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of the students. Teachers collaborate to review formative/summative data and to plan instruction around targeted standards 	7/18-6/19	Substitutes	Data analysis results, Assessments, principal visits to data meetings. Lesson plans, teacher made assessments, Illuminate assessments, district benchmarks. Funding already accounted for		District Funded	0

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: <ul style="list-style-type: none"> Teachers will participate in staff development opportunities on an ongoing basis in the areas of Reading, ELD, and ELA assessment practices. This may also include professional development experiences that are self-selected by teachers. Engage members of district committees in developing common core demonstration lessons in order to begin the implementation discussion Data teams meet regularly to review student performance 	7/18-6/19		Illuminate assessments, RtI/Collaboration meetings, teacher and/or principal conferences and learning experiences		Title I	15,597
			School site BAS testing, district formative and summative assessments.		LCAP	3,000
			Teacher observations, teacher lesson plans.		District Funded	
			Funding provided by district office.			
			Student results from BAS, test reporting site, student data, and teacher made assessments.		District Funded	
			Funding provided by district office.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> One impact teacher to support students during the instructional day to increase their reading abilities using research proven methods. During the 2018-19 school year, Instructional and assessment materials to support core curriculum and differentiated instruction. Some of these items include: Fountas and Pinnell LLI kits, leveled readers, and book titles that support CCSS. Before and after school intervention classes in Reading and language development, as well as extended learning experiences in Health/Character Development and Art to support language acquisition. Language Arts Specialist to assist teachers with instruction and to conduct small group intervention groups during the school day. <p>* School Counselor, 5 days per week to work with students and assist with extended social-emotional learning.</p> <p>*Exploratory learning experiences through field trips and associated transportation costs</p> <p>The Single Plan for Student Achievement</p>	7/18-6/19		Intervention Groups, principal observations, LAS, principal and/or teacher conferences		LCAP	24,000
			Payment for teachers for before/after school intervention and enrichment in Reading, Math, Health, Art, Character Development		Title I	18,000
			Instructional materials for intervention/enrichment opportunities		LCAP	21,403
			Instructional materials, targeted assessments to monitor student performance data.		Title I	26,622
			Language Arts Specialist		LCFF	81,931
			Language Arts Specialist		Title I	30,000
			Language Arts Specialist		LCAP	21,875
			School Counselor		LCFF	39,585
			Field Trips		LCAP	3,300

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> <ul style="list-style-type: none"> Counselor works with students to motivate, reward and encourage students to achieve on their school goals. She also works with teachers to identify students who are in need of additional emotional, social support. Students are recognized with certificates and medals for their academic achievement efforts. <p>* Members of the community, parents and staff are invited to support student achievement.</p> <p>* In 2018-19, parents will contribute to the development of a safe school environment, which leads to increased academic achievement. This will include a review of the school safety plan, student supervision, PBIS practices, disaster preparedness, and safety trainings</p>	7/18-6/19	Counselor Salary	Observations, student input, teacher surveys.		LCFF	20,000
			Student assessment results, reduction in behavioral referrals, associated costs for rewards/supplies		Title I	5,000
			PBIS committee tasks, payment for trainings, materials/equipment, staff participation during off-time, supervision		LCFF	36,377

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology: <ul style="list-style-type: none"> Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system. In addition the use of RAZ Kids and Imagine Learning. Retain the services of a site technology liaison to support teachers with all of our learning software systems. Purchase and maintain technology by updating teacher laptops for instructional use. Utilize AR (Accelerated Reader) to check students' comprehension of reading books. 	7/18-6/19		SuccessMaker gains reports		Title I	1,300
			RAZ Kids gains reports.			
			SuccessMaker Funded by District			
			Raz Kids			
			Principal observation, teacher feedback			
			Technology Liaison		Title I	1,200
Equipment: technology		Title I	12,556			
Equipment: technology		LCFF	10,598			
Accelerated Reader reports, increased reading scores.		LCFF	2,150			

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 #1: National School District students will increase academic proficiency in Common Core Mathematics standards
SCHOOL GOAL #2:
By the end of the 2018-2019 school year, students will improve Mathematics achievement from 30% to 35% as measured by the results of the June 2019 California Assessment of Student Performance and Progress (CAASPP)
Data Used to Form this Goal:
National School District will use 2018-2019 California Assessment of Student Performance and Progress (CAASPP) results
Findings from the Analysis of this Data:
National School District will use the California Assessment of Student Performance and Progress (CAASPP) to determine appropriate goals. Analyses of the data revealed that majority of our grade levels are reaching an average of (30%) proficient and/or advanced rate in Math. Our expected growth for the 2018-2019 is to have (35%) of all students reach proficient and/or advanced in the CAASPP.
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.
Who are the focus students and what is the expected growth?
We have identified students that scored proficient or advanced on the previous year on the CAASPP as well as the students that need to score proficient or advanced on the CAASPP test this current school year. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
How does this goal align to your Local Educational Agency Plan goals?
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in math for all of our significant subgroups.
Which stakeholders were involved in analyzing data and developing this goal?
National School District, teachers, and administration are involved in analyzing the data and developing goals. Administration and address and review these goals with parents and School Site Council members.
What data will be collected to measure student achievement?

Using our new Illuminate (online reporting system) we will collect formative and summative assessments, we will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR Math scores from Renaissance Place, district assessments, and SuccessMaker.

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

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"> Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of students. Teachers collaborate to review formative/summative data and to plan instruction around targeted standards 	7/18-6/19	Substitutes	Data analysis results, Assessments by teachers and administration Funding provided by district office Lesson plans, teacher made assessments, UCI assessments, district formative and summative assessments etc. Funding already accounted for above			

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>* Teachers will participate in staff development opportunities on an ongoing basis in the areas of math, and math assessment practices. This may also include professional development experiences that are self-selected by teachers.</p> <ul style="list-style-type: none"> Engage members of district committees in developing common core demonstration lessons in order to begin the implementation discussion Data teams meet monthly to review student performance 	7/18-6/19		<p>UCI assessments, Collaboration, teacher principal conferences, etc.</p> <p>Funding already accounted for above</p> <p>Monitored by teachers and principal</p> <p>Funded by district</p>		LCAP	10,000
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> One impact teacher to support students during the instructional day to increase student math performance (based on Math Common Core Standards) using research proven methods. <p>* Before/after school intervention classes in Math</p> <p>* Instructional and assessment materials to support math curriculum and differentiated instruction will be purchased for all grade levels.</p>	7/18-6/19		<p>Intervention Groups, principal observations, principal teacher conferences</p> <p>Funding already accounted for above</p> <p>Funding already accounted for above-part of before/after school Intervention support</p> <p>Instructional and Assessment Materials-</p> <p>Funding already accounted for above</p>		LCAP	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> Parents receive updates regularly through parent meetings, family learning days, and SSC. Family math nights with Common Core focus Family coding nights with CTE and STEM focus 	7/18-6/19		Parent Surveys Funding already accounted for above Teacher preparation and payment, child care, materials and supplies		LCFF	5,000
Instructional Technology: <ul style="list-style-type: none"> Students in grades K-6 receive: 20 hours of math instruction via our SuccessMaker independent learning software system * Students in grades 1-6 access IXL software program for supplemental math support * Coding Class offered to select students, after school to strengthen math skills	7/18-6/19		SuccessMaker gains reports Funding already accounted for above Principal walk-throughs, teacher monitoring, student projects. Previously funded Teacher salary IXL licenses		District Funded LCFF	3,000 5,000

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 will acquire English at a rate that will support their achievement of grade level expectations and to compete in a global society
SCHOOL GOAL #3:
By the end of the 2018-2019- school year 75% of our English language learners will make annual progress in learning English as measured by the ELPAC. By the end of the 2018-2019 school year 33% of our English language learners who are part of the co-hort, which has been instructed in English for less than five years, will be at the "Well-developed" level as measured by the ELPAC. By the end of the 2018-2019 school year 55% of our English language learners who are part of the co-hort which has been instructed in English for 5 years or more will achieve the "Well-developed" level as measured on the ELPAC.
Data Used to Form this Goal:
Data used to formulate this goal were from the 2018-19 ELPAC Summative results
Findings from the Analysis of this Data:
The analysis revealed consistent growth in language acquisition. Given that we have a moderate representation of EL students, we must strategically incorporate ELD and Common Core Standards into our instructional program in order to meet and/or surpass our yearly growth targets for all EL students.
How the School will Evaluate the Progress of this Goal:
Weekly data team and collaboration meetings will be the vehicle utilized to monitor and evaluate programs.
Who are the focus students and what is the expected growth?
Our focus students are all of our ELs who have not been able to be re-designated in grades 4-6. In addition to this co-hort, our focus students are also all of our ELs who have made minimal growth each year.
How does this goal align to your Local Educational Agency Plan goals?
Given our current percentage of English learners and it being one of our significant sub-groups, ELD must take a more overarching role in the design of our instructional programs.
Which stakeholders were involved in analyzing data and developing this goal?

Parents, SSC and teachers were the stakeholders involved in analyzing this data and developing this goal.

What data will be collected to measure student achievement?

Data to be collected will be anecdotal data by teachers during our ELD block of instruction. Data will also be reviewed and collected through our quarterly assessments. Specifically, we will review oral and written language conventions as well as how well students apply writing strategies as evidenced through their writing samples.

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

Ira Harbison teachers will be trained in and implement the ELA/ELD Framework, CAASPP, alignment and BAS comprehension kits.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"> Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of students. Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons. Teachers collaborate to review formative/summative data and to plan instruction around targeted standards Supplemental Materials to support Common Core ELD 	7/18-6/19	Substitutes	Data analysis results, Assessments, principal visits to data meetings. Funding already accounted for Lesson plans, teacher made assessments, etc. Funding already accounted for Staff presentation, re-designation paperwork. Funding already accounted for Instructional materials - Funding already accounted for			

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> <ul style="list-style-type: none"> New staff members will receive training on the ELA/ELD Framework. Data teams meet monthly to review student placement and discuss lesson components. <p>Professional Development for ELD practices including but not limited to: workshops, job embedded professional learning from Bilingual Liaison, curriculum development and collaboration time. These learning experiences may include teacher-selected opportunities.</p> <ul style="list-style-type: none"> Curriculum Development and collaboration time 	7/18-6/19	Substitutes	<p>Assessments, Collaboration, teacher principal conferences, etc.</p> <p>Funding already accounted for above</p>			
			Substitute costs, workshop costs, and/or potential consultant fees		Title I	3,000
			Substitute, workshop registration and/or associated time card costs		LCFF	4,000
			Bilingual Liaison		LCFF	1,200
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> Hire an impact teacher in order to reduce student to teacher ratio during Reading Intervention lessons. Help support the districts needs assessment center in order to assist with the administration and clerical support of the ELPAC. <p>* Alternative supports for Long Term English Learners are offered as before and after school intervention classes in Reading, Math and Language Development, as well as extended learning experiences in Health/Character Development and Art to support language acquisition.</p>	7/18-6/19		<p>Monitored by LAS, teachers, and principal</p> <p>Funding already accounted for above.</p>			
			ELPAC testing		LCFF	3,955
			Budget for Alternative Supports indicated in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> • Provide parent education and training in how to support students with their educational goals. • Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements. • Parents receive communication via monthly Principal meetings “Coffee with the Principal” 	7/18-6/19		Parent Survey Teachers, principal and PTA Funding already accounted for above		Title I	1,200
Instructional Technology: Imagine Learning Software <ul style="list-style-type: none"> • Professional development and collaboration time for implementation of instructional technology practices 	7/18-6/19		Student presentation, principal and teacher observation Funding already accounted for Substitutes, registration fees		LCAP	1,000

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: Special Education
LEA/LCAP GOAL:
LCAP Goal #2: Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success
SCHOOL GOAL #4:
By the end of the 2018-19 school year, students identified for Special Ed services will increase their ELA and Mathematics CAASPP performance rate by 3% based on the data collected from California Data Dashboard
Data Used to Form this Goal:
National School District used the CAASPP results for ELA and Mathematics from the 2017-18 Data Dashboard to determine the performance of students that are currently identified as receiving services from Special Education.
Findings from the Analysis of this Data:
National School District used the CAASPP results from the 2017-18 Data Dashboard to determine the expected goals for this student group. Analyses of the data revealed that the progress on CAASPP for students from this specific student group has declined in performance for 2016-17 and 2017-18 school years. This adversely affected the LCFF Priority 4 data and as a result, NSD conducted a review of Special Education services district-wide
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during teacher collaboration sessions and Data Team meetings.
Who are the focus students and what is the expected growth?
While our goal involves the progress and performance of all students, we have also identified a specific group of students that receive Special Ed services that have not made growth targets on CAASPP. It is this group that we will follow to determine academic impact. We expect the performance rate of this student group to increase by 3%.
How does this goal align to your Local Educational Agency Plan goals?
Our strategic plan calls for our school district to help every student meet state standards by demonstrating growth and progress in academic areas for significant student groups, including those who receive Special Education services.
Which stakeholders were involved in analyzing data and developing this goal?
National School District, classroom teachers and administrators were involved in analyzing and developing goals. Administration will address and review these goals with parents and School Site Council members.
What data will be collected to measure student achievement?

Using our Illuminate (data management system), we will collect assessment data, analyze student progress, and consult with the IEP team to determine achievement of growth targets.

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

By consistent use of our data management systems, teachers will identify areas to develop among this group of students and develop lessons that focus on priority Common Core standards aligned to the IEP goals for each student.

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> <ul style="list-style-type: none"> Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of all students, including students receiving Special Ed services. Teachers collaborate with colleagues to review formative/summative data and to plan instruction around targeted standards and IEP goals <p>* . Teachers collaborate and consult the RSP teacher to align classroom instruction with students IEP goals</p>	7/18-6/19		<p>Data analysis results, Assessments, principal visits to data meetings.</p> <p>Lesson plans, teacher made assessments, Illuminate assessments, district benchmarks, other instructional alignment processes.</p> <p>Funding already accounted for</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: <ul style="list-style-type: none"> Teachers will participate in staff development opportunities on an ongoing basis in the areas of ELA/Literacy, mathematics and ELD as well as formative and summative assessment practices, with an added lens for Special Education. This may also include professional development experiences that are self-selected by teachers. Engage members of district committees in developing common core demonstration lessons in order to begin the implementation discussion for students receiving Special Education services Data teams meet regularly to review student performance and consult with the IEP team 	7/18-6/19		Illuminate assessments, Rtl/Collaboration meetings, teacher and/or principal conferences and PD educator learning experiences Funding already accounted for School site BAS testing, ELA/Literacy and Math PD experiences, trainings for district formative and summative assessment practices. Funding already accounted for Teacher observations, and lesson plans focused on all students, including SPED-eligible students. Funding already accounted for Student results from BAS, test reporting site, student data, and teacher-created assessments. Funding already accounted for			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> Instructional Assistant, under guidance and supervision of RSP teacher, to work with SPED-eligible students during the instructional day to increase their reading abilities and basic math skills using evidence-based practices. During the 2018-19 school year, supplemental instructional and assessment materials to support core curriculum and differentiated instruction for students on IEPs. Some of these items include: Touch Math, leveled readers, and book titles that support CCSS. Before and after school intervention classes, as well as extended learning experiences in Health, Character Development, Technology and Art that are inclusive of students with unique learning needs. RSP teacher to assist teachers with instructional content and to conduct small group intervention services during the school day. <p>*Exploratory learning experiences through field trips and associated transportation costs that considered the needs of SPED-eligible students.</p>	7/18-6/19		<p>Instructional Assistant salary</p> <p>Educator/Principal conference fees, instructional and assessment materials</p> <p>Funding already accounted for</p> <p>Payment for teachers for before/after school intervention and enrichment in Reading, Math, Health, Art, Character Development</p> <p>Funding already accounted for</p> <p>Instructional materials for intervention/enrichment opportunities for all students</p> <p>Funding already accounted for</p> <p>Instructional materials, targeted assessments to monitor student performance and data.</p> <p>Funding already accounted for</p> <p>Field trips, exploratory learning opportunities, inclusive of students with IEPs</p>		District Funded	

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> <ul style="list-style-type: none"> Counselor works with students on social-emotional goals that may/may not be embedded into their IEP/504 plan to motivate, reward and encourage students. Counselor will also work with teachers to identify students, including those on IEPs, who are in need of additional emotional/social support. All students, including SPED-eligible students, are recognized with certificates and medals for their academic achievements. <p>* Members of the community, parents and staff are invited to support student achievement and recognizing children's efforts in citizenship and performance.</p> <p>* In 2018-19, parents will be offered parent engagement sessions that focus on the IEP process and other Special Education topics.</p>	7/18-6/19		<p>Counselor salary</p> <p>Funding already accounted for</p> <p>Student assessment results, reduction in behavioral referrals for students on IEP/504 Plans</p> <p>Funding already accounted for</p> <p>Associated costs for rewards/recognition</p> <p>Funding already accounted for</p> <p>PD for parents to extend learning of the IEP process and strategies to use in the home environment</p> <p>Funding already accounted for</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <ul style="list-style-type: none"> Students in grades K-6, including SPED-eligible students, receive: 20 hours of reading instruction via our SuccessMaker independent learning software system. In addition to the use of RAZ Kids for primary students and Imagine Learning for ELs. Retain the services of a site technology liaison to support teachers with all of our learning software systems that support academic learning for all students, including SPED-eligible students. Purchase and maintain technology by updating teacher laptops for instructional use and also purchasing devices and technology adaptations/software needed to address the needs of SPED-eligible students. Utilize AR (Accelerated Reader) to check students' comprehension levels of books read as may be detailed in students' IEPs. 	7/18-6/19		<p>Gains reports from SuccessMaker and RAZ Kids.</p> <p>SuccessMaker Funded by District-</p> <p>Raz Kids funding already accounted for</p> <p>Principal observation and teacher feedback Technology Liaison</p> <p>Funding already accounted for</p> <p>Equipment: technology</p> <p>Funding already accounted for</p> <p>Accelerated Reader reports, increased reading scores.</p> <p>Funding already accounted for</p>			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: School Climate
LEA/LCAP GOAL:
LCAP Goal #4: NSD will provide safe environments that promote social, emotional and physical well-being
SCHOOL GOAL #5:
By the end of the 2018-19 school year, students will reduce the suspension rate by 5% based on data collected from the Illuminate data management system and the California's Data Dashboard, LCFF Priority 6 School Climate
Data Used to Form this Goal:
National School District will use the total number of suspensions from the 2018-19 Illuminate data management system as well as the suspension rate from the 2018-19 Data Dashboard
Findings from the Analysis of this Data:
National School District will use the total number of suspensions and the suspension rate for 2018-19 to determine the rate of reduction that impacted School Climate, LCFF Priority 6. Analyses of the data revealed that there was a decrease in the number of suspension referrals issued from the 2016-17 to the 2017-18 school year. This positively affected the LCFF Priority 6 data and as a result, NSD will continue to implement systems of support to address School Climate
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during Positive Behavior Interventions and Supports (PBIS) committee meetings and the raw numbers of Tier 1 & 2 behavior reports found in Illuminate (data management system) as well as comparative longitudinal results from the Tiered Fidelity Inventory (TFI)
Who are the focus students and what is the expected growth?
While our goal involves the progress and performance of all students, we have also identified a specific group of students that have reached the Tier 2 & 3 levels of intervention. It is this group that we will follow to determine behavioral impact. We expect the suspension rate and frequency of behavior referrals to drop by 3%.
How does this goal align to your Local Educational Agency Plan goals?
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in academic areas for significant subgroups, especially those with behavioral challenges.
Which stakeholders were involved in analyzing data and developing this goal?
National School District, classroom teachers and administrators were involved in analyzing and developing goals. Administration will address and review these goals with parents and School Site Council members.
What data will be collected to measure student achievement?

Using our Illuminate (data management system) and TFI results, we will collect assessment data, analyze student progress in Tier 1 & 2, and gather reflection sheets and observational records.

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

By consistent use of our data management systems, teachers will identify areas to develop among groups of students and implement PBIS practices that address all three tiers of supports.

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> <ul style="list-style-type: none"> * . Implementation of PBIS framework and school structures to include weekly lessons and access to additional resources * . Implementation of Sanford Harmony lessons with support from School Counselor for Tier 1 * . Implementation of practices involving Restorative Justice through Classroom Circles, discussion groups, etc. * . Access to supplementary resources (i.e. Second Step) to support social-emotional needs of classrooms at the Tier 1 and 2 levels. 	7/18-6/19		<p>Weekly PBIS lessons noted in bulletins and announcements, as well as resources to facilitate implementation</p> <p>Funding already accounted for</p> <p>Weekly Sanford Harmony lessons and resources, in collaboration with School Counselor and classroom teachers</p> <p>Funding already accounted for</p> <p>Use of Restorative Practices and materials to support implementation</p> <p>Funding already accounted for</p> <p>Implementation of supplementary resources (i.e. Second Step) to support grade levels with targeted interventions</p> <p>Funding already accounted for</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> <ul style="list-style-type: none"> * . During Data Team meetings, teachers frequently discuss and consult with colleagues, counselor, and/or principal about students' behavioral needs * . Regular collaboration and discussion during monthly PBIS committee meetings for Tier 1 and 2 * . PD for new and veteran staff who missed previous trainings or are ready to learn about Restorative Justice and appropriate practices 	7/18-6/19		<p>Data Team meetings and grade level collaborations</p> <p>Funding already accounted for</p> <p>Principal meets regularly with PBIS committees for Tier 1 and 2</p> <p>PD for teachers focused on continuous support of different tier levels</p>		<p>District Funded</p> <p>District Funded</p>	
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> * . Counselor works with students on social-emotional goals to motivate, reward and encourage students. * . Counselor will also work with teachers to identify students who are in need of additional emotional/social support. <ul style="list-style-type: none"> • All students are recognized with certificates and medals for their academic achievements and citizenship efforts. 	7/18-6/19		<p>Counselor salary</p> <p>Rewards and incentives for student recognition of leadership, citizenship and academics</p> <p>Funding already accounted for</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>* . Provide parent engagement sessions that focus on the PBIS framework and practices from Restorative Justice structures</p> <p>* . Members of the community are invited to participate in celebrations/assemblies that recognize student leadership, citizenship, academic achievement and effort</p>	7/18-6/19		<p>PD for parents to extend learning of PBIS strategies into the home environment</p> <p>Rewards/incentives for student leadership, citizenship and academic achievement</p> <p>Funding already accounted for</p>			
<p>Instructional Technology:</p> <ul style="list-style-type: none"> Professional development and collaboration time for implementation of technology practices using Illuminate (data management system) 	7/18-6/19		<p>Illuminate data reports and collaborative RtI meetings focused on progress monitoring student behavior and Tiered interventions</p> <p>Funding already accounted for above</p>			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by

SCHOOL GOAL #1:

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and Illuminate systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- 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"> • Successmaker will be used to support ELA and math instructional programs • Tech support for computers • Accelerated Reader to support promote increased reading comprehension • ELPAC Assessment Support 	7/18-6/19		Successmaker Licenses		District Funded	
			Salaries of technicians		LCFF	7,259
	7/18-6/19		Accelerated Reader Licenses		LCFF	2,150
	7/18-6/19		Assessment Team personnel		LCFF	3,955

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	296,462	86,666.00
Title I	131,185	16,710.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	3,000.00
LCAP	96,578.00
LCFF	209,796.00
Title I	114,475.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	133,806.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	3,000.00
	LCAP	74,703.00
	LCAP	21,875.00
	LCFF	127,865.00
	LCFF	81,931.00
	Title I	84,475.00
	Title I	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	374,494.00
Goal 2	35,000.00
Goal 3	14,355.00

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
Isabel Silva	X				
Angelica Hernandez		X			
Yvonne San Martin-Vallejo		X			
Amy Wert		X			
Elizabeth Vidrios			X		
Kim Garrido				X	
Nayeli Acuña				X	
Alfred Ramirez				X	
Manuela Ramirez				X	
Adriana Aguilar				X	
Numbers of members of each category:	1	3	1	5	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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 December 6, 2018.

Attested:

Isabel Silva

Typed Name of School Principal

Signature of School Principal

Date

Manuela Ramirez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date