

# The Single Plan for Student Achievement

**School:** Kimball Elementary School  
**CDS Code:** 37-68221-6038772  
**District:** National School District  
**Principal:** Luz Vicario  
**Revision Date:** February 27, 2019

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

### Kimball Elementary School's Vision and Mission Statements

The Kimball School Vision statement is One Child, Two Languages, Unlimited Possibilities.

#### Kimball Dual Language School Mission statement

Kimball Dual Language School strives to encourage and promote each individual in realizing their full potential. As a learning community, we collaborate to educate and nurture students, parents and staff. By providing rigorous standards and instruction in languages, we prepare our students to develop an appreciation of diverse cultures, be critical thinkers and problem solvers of the future.

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, problem-solving
- We promise a focus on individual student achievement

## School Profile

Kimball School is located in National City and has a total area of 9.1 square miles. National City is bounded by San Diego to the north and northeast, Bonita to the southeast, and Chula Vista to the south across the Sweetwater River. The San Diego Bay lies to the immediate west of the city. National City is 15 minutes away from the US–Mexico Border (Tijuana). In April of 2018, the Paradise Creek Affordable Housing Project completed Phases I & II which had been in the works for more than 12 years. The first phase of the project included 109 units on four acres with one, two and three bedroom units. Paradise Creek is a public-private partnership with developers Community HousingWorks and Related California. This housing project is immediately adjacent to Kimball Elementary School and we anticipate growth in our enrollment which is currently at 400. The total cost of both phases, including remediation, is about \$100 million, with funding coming from various sources: National City – about \$36 million plus land (ground lease) state — almost \$20 million (Prop 1C and cap and trade funds)federal — more than \$42 million in low-income housing tax credit program. The Paradise Creek Affordable Housing Project is a catalyst for revitalizing the west side of town.

Kimball School serves students preschool through sixth grade. In 2017-2018 demographics were reported on the California State Department of Education's website as follows: .5% African American, .2% Asian, 1.9% Filipino, 95% Hispanic or Latino, 7% White, and 1.4% one or more races. Kimball is a 50:50 Dual Language Immersion School. This school year, our program will be in full implementation and our current sixth-grade students will be the first to promote on to middle school being fully bilingual in Spanish and English. We offer three classes in each of the K-3 grade levels, two 4th grade classes, 1.5 5th grades, and two 6th grade classrooms. We also house a district-wide newcomer's classroom for the west-side of the school district for students who are new to U.S. schools. Kindergarten through 3rd grade's student-teacher ratio is 24:1 and 33:1 in grades 4-6. Each of our teachers is fully credentialed. The program is currently established in Kinder through sixth grade. Our school boasts of a variety of extended learning opportunities for students. Over two hundred students participate in the before/or after school programs. The classes vary from intervention classes to enrichment activities as well as a before/after school YMCA program. One of our enrichment activities is an after-school class for girls in grades 4-6. This class meets weekly and is intended to encourage and engage minority girls in the engineering fields which are currently underrepresented. Our school was selected through a grant sponsored by the Rueben H. Fleet Science Center. Along with this enrichment class, we offer a coding class which also meets weekly and has come to fruition in partnership with our local high school. Once a week, students from Sweetwater High School's Coding Club join our elementary school's coding club to teach coding basics to students in grades 4-6. We have also created The Egret Club which is a club that meets weekly to study the effects of our carbon footprint on Paradise Creek, which is a salt water inlet which ends right in our school's backyard from the Pacific Ocean. This club is able to study the tides, flora, and fauna as well as understand the responsibility we have to protect our environment and see first hand the negative effects on an ecosystem when we do not behave responsibly.

As for our technology, our K-2 grade students have a 2:1 ratio of devices for our students. In grades 3-6 we boast of a 1:1 ratio. The devices are used to support all areas of the common core curriculum across all subject areas. In addition to using the devices to

support learning and to provide equity and access to all areas of the curriculum, our devices are also used to access independent learning systems such as Renaissance Place, ST Math, SuccessMaker and Imagine Learning as well as access to all aspects of Google. Each student participates in Digital Citizenship and has a google e-mail account.

Preschool opportunities are also available to students both through the State Preschool Program (assuming financial eligibility) or five local Head Start Programs (also requiring financial eligibility.) Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool-aged children. We estimate that district-wide, approximately one-third of our kindergarten students attend our State Preschool Program, one-third attend Head Start and one-third of our students have no preschool experience.

## **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).

Kimball 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 daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are 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)

Students who are having difficulty performing at grade level standard at Kimball Elementary School are supported on several levels in the classroom and through instructional support personnel – Impact Teachers, Language Arts Specialist, Special Education and Speech and Language resource teachers. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students, providing appropriate instructional level support. Monthly grade level meetings, Response to Intervention (RtI) meetings, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students and monitor their growth.

Kimball School has a Response to Intervention (RtI) system in place to respond to the specific needs of individual students. RtI is a tiered approach with specific goals and biweekly progress monitoring that includes the following tiers:

- Tier 1- Instruction within the regular classroom in which the teacher provides universal access and focused differentiated instruction with additional monitoring specific to each child.
- Tier 2- Additional instructional support and progress monitoring, provided by the teacher and or support personnel to meet individual needs as developed in the RtI goals. Students at Tier 2 receive double dose and instruction in smaller groups (4-6 students).
- Tier 3- Students who are not making progress towards their individual RtI goals as demonstrated through biweekly progress monitoring may receive more focused instructional support through very small groups (2-3 students).

Regular RtI meetings are scheduled to review and monitor students identified through the RtI process, with a focus on Tier 2 and 3 students. The classroom teacher presents student goals and data to support progress towards goals. Teachers and support staff agree on specific learning goals and next steps for intervention. In addition to these grade level meetings, we have two designated grade level liaisons who meet with grade levels or one on one with teachers to discuss students and develop instructional plans for them before they reach Tier 2 or 3. For students who continue to experience difficulties despite regular interventions, the School Study Team (SST/RtI) meets with the parent and the teacher who along with the principal, speech therapist, school psychologist, resource specialists, grade level team, and parent/guardian decide on more prescriptive academic and behavioral interventions. The Response to Intervention process has been implemented in all grade levels, emphasizing the collaboration on and implementation of an intervention plan, including student/parent accountability and regular communication on progress. The classroom teacher and/or the Impact teacher administer the six to eight-week progress monitoring assessment.

In addition to classroom interventions, additional resources may include before or after school intervention classes, tutoring, Imagine Learning (English and/or Spanish), Successmaker, and ELD supplementary assistance in the extended day programs. Programs are offered to meet the needs of all students including students identified as Gifted and Talented (GATE) as well as students with IEPs to meet unique needs.

Teachers at Kimball school have had the opportunity to develop skills to meet the needs of every child in the classroom, especially our high percentage of English Learners. As a DLI (Dual Language Immersion) school, we are also charged with meeting the needs of our Spanish language learners. Our discussions now must include the question of how we use these same strategies to address the needs of those whose second language is Spanish. Among these are instructional strategies using Explicit Direct Instruction, EDI, by John Hollingsworth, EDI provides strategies for effective lesson delivery with the goal of 80% student skill mastery and Guided Learning Acquisition Design (GLAD) provide a lesson design for second language learners that increases rigor of building academic vocabulary and expository writing pieces. Use of these strategies continue to provide the foundation for all areas of instruction.

Instructional Data Teams; IDT's are teacher-led meetings to analyze data, discuss adult actions and improve student achievement. Every two weeks enrichment teachers provide instruction in visual and performing arts and physical education allowing teachers release time to meet for data teams and instructional planning. Teachers continue to meet during regularly scheduled data teams to analyze data, identify a focus area and create SMART goals, identify and agree on adult/actions and to discuss next steps. Teachers follow the Five Steps in the DATA Team Process At the forefront of their practice is the belief that data is used to guide instruction, and create positive academic change. An example of the meetings and an outline of the data team process is represented below:

#### Data Teams Meetings

#### The Data Team Process

##### 1. Collect and Chart Data

##### 2. Analyze Data, Prioritize Needs

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

Teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

Staffing and Professional Development

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

All teachers in the National School District meet highly qualified teaching standards.

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

The staff at Kimball Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics, technology, science, social studies and ELD grade level objectives and instructional practices to optimize student performance. Many members of the Kimball staff are represented on district committees to help plan and support the professional and instructional opportunities for teachers on site.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. Staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Offices of Educational Services Department at the National School District provide 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 planning groups.

At Kimball School the Leadership team determined the following as areas of focus for the upcoming year to support: (1) Continue to develop our use of Guided Learning Acquisition Design (GLAD) strategies across the curriculum; (2) Continue to refine our writing instruction with time to collaborate horizontally and vertically; (3) Continue data teams to refine our instructional practices in ELA and math; (4) Work together to implement the new Math adoption Go Math using the Rigorous Curriculum Design teaching units; (5) Develop an understanding of the Next Generation Science Standards and how they will be incorporated into our ELA instruction. Our professional growth days, school site days, data team meetings, and district staff development days have focused on increasing our teacher's knowledge-based so that all staff members can fully utilize the benefits of quick and immediate feedback for targeted instruction.

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 resource teacher and through grade level peers.

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

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

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

Kimball Elementary School provides a variety of categorical services to students who are formally identified as under-performing. Kimball Elementary School participates in a School wide Program to assess and deliver services to students under the Title 1 federally funded program. Additionally, struggling students are supported through money provided through the Local Control Accountability Plan (LCAP). Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services, the RtI process is started with the at risk students.

Credentialed "Impact" teachers work with students individually and in small groups both on a consultation model basis within the classroom and outside the classroom. How many we have from year to year depends on budget and availability of qualified impact teachers. The primary content areas served by impact teachers include literacy skills and English Language Development. One teacher and one credentialed Impact teacher, provide assistance in our Newcomer (4-6) class. Due to budgetary constraints and lack of qualified applicants, this year we only have one additional Impact Teacher. She dedicates the bulk of her time supporting combination classes in ELA and Math. Identified long-term ELs in 4th, 5th, and 6th grades are pulled out to receive additional instruction and support in ELD and ELA. These students work with the LAS, as well as do additional computer-based learning on Imagine Learning. Impacts and support personnel give students more opportunities for direct instruction at their individual instructional level.

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

Kimball fully recognizes the need of collaboration as we plan for successful implementation of a Dual Language Program and most importantly meet current state standards in all areas. Dual Language Teachers are provided with extra time to plan. We will also host a dual language club inviting teachers from other dual language schools to come and share ideas and participate in professional learning.

Collaboration opportunities are a priority and are provided through early release days. Instructional Data teams, RtI, staff meetings on the clock and off the clock. This collaboration time allows for all grade levels an opportunity for the purpose of monitoring student progress through the use of data. At Instructional Data Team meetings, participants meet to set and monitor student grade level achievement goals in the area of reading, writing and mathematics. In addition, Support Staff which includes, the Language Arts Specialist, the Resource Teacher, Special Education teacher, the Speech Therapist and School Psychologist meet by grade level with teachers to communicate progress on students at the Tier II and III level or on IEP's. Support Staff also act as grade level liaisons to meet with teachers more frequently to provide support to help them develop intervention plans for other at risk students.

### Teaching and Learning

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

Kimball 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.



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

Kimball 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 priority as well as supporting language arts and mathematics standards at each grade level. The identified standards have been integrated into the district standards-based report card. Formal assessment takes place at least four times per year (once at the outset, two subsequent reporting periods, and again at the end of the year) and is based on a series of comprehensive, standards based assessments. Assessments are aligned with the California Common Core Standards and as well as use of Reading and Math STAR tests from Renaissance Learning. Site Instructional Data Teams meet regularly with on the clock release time to analyze data and create adult actions towards aligning student outcomes with proficient performance standards. Teachers are released by the Enrichment Teachers who provide instruction in the arts and physical education. The Dual Language Leadership team meets monthly. This will be the third year of implementation of the Dual Language Program with instruction for students in Kinder through third grade.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

## Parental Involvement

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

The staff at Kimball School recognize the importance of parent participation in the form of workshops, meetings, hours of volunteerism, parent recognition and committee participation. We know that parental support and involvement are key contributors of student success. Some of the key meetings organized this school year are listed below:

- Early Literacy Workshops for Parents
- Families For Success
- Curriculum Nights
- Monthly Parent Meetings/ Coffee with the Principal.
- School Site Council
- English Learner Advisory Committee
- Dual Language Focus Group Meetings
- District Advisory Committee

In addition to the services provided by the school through the regular and categorical programs, a number of schools, district, and community services are accessible for students, parents, and families to strengthen the school experience.

Kimball Elementary School has a part-time school psychologist that works two days a week. The psychologist provides such services as individual and group counseling, crisis counseling, crisis intervention, teacher consultation, home visits as necessary, family counseling, conflict resolution training, and formal academic assessment on a limited basis. The psychologist also works with students experiencing behavior problems at school (in the classroom as well as on the playground).

Our before and after School programs provide academic tutoring and enriched learning/recreational opportunities for our students and families. Depending on availability of funding students on academic intervention plans attend a number of intervention classes designed to accelerate learning in the areas of math and reading. Additionally, at-risk students can be referred to the District Family Resource Center for guidance with academic, social/emotional and developmental issues. The Family Resource Center provides both on-site support in the form of parenting and nutrition classes as well as referrals to a variety of community-based agencies for additional services.

Building our school community is a key factor in building a strong dual language program. Throughout the year, parents will be invited to be an integral part of the school family. While parent involvement has increased, Kimball is committed to strengthening the parent-child-school connection. Parents will participate in common core sessions and events to learn more about the common core standards and curriculum. In addition, early literacy workshops will be held for parents.

Kimball School enters the fourth year of a mutually beneficial Partnership with San Diego State University School of Social Work. This partnership directed by Professor Ken Nakamura and Amalia Hernandez provides Social Service Interns. The Interns meet with families, provide counseling to students, and provide counseling and motivation for students. Fifty students participate in the Backpacks for Kids Food Program where every Friday students who qualify receive a backpack with food for the weekend.

### 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)

## Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. 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**

## 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	45	47	59	40	47	58	40	47	58	88.9	100	98.3
Grade 4	61	48	50	57	43	48	57	43	48	93.4	89.6	96
Grade 5	55	65	51	48	60	45	48	60	45	87.3	92.3	88.2
Grade 6	73	47	77	67	47	72	67	47	72	91.8	100	93.5
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Grades	234	207	237	212	197	223	212	197	223	90.6	95.2	94.1

\* 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	2406.9	2394.9	2429.6	20	4.26	31.03	20	25.53	22.41	33	36.17	24.14	28	34.04	22.41
Grade 4	2433.2	2439.2	2429.3	16	18.60	8.33	21	20.93	22.92	23	23.26	27.08	40	37.21	41.67
Grade 5	2461.3	2454.5	2453.1	17	10.00	13.33	25	23.33	13.33	6	28.33	22.22	52	38.33	51.11
Grade 6	2521.6	2493.1	2490.0	19	8.51	11.11	34	31.91	26.39	18	19.15	29.17	28	40.43	33.33
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Grades	N/A	N/A	N/A	18	10.15	16.14	26	25.38	21.97	19	26.90	26.01	37	37.56	35.87

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	13	12.77	25.86	50	46.81	41.38	38	40.43	32.76
Grade 4	19	13.95	12.50	40	55.81	52.08	40	30.23	35.42
Grade 5	21	10.00	13.33	29	45.00	33.33	50	45.00	53.33
Grade 6	19	17.02	26.39	37	36.17	29.17	43	46.81	44.44
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Grades	18	13.20	20.63	39	45.69	38.12	43	41.12	41.26

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	25	6.38	24.14	43	51.06	39.66	33	42.55	36.21
Grade 4	11	20.93	8.33	42	44.19	47.92	47	34.88	43.75
Grade 5	25	11.67	17.78	25	51.67	40.00	50	36.67	42.22
Grade 6	28	17.02	8.33	37	40.43	51.39	34	42.55	40.28
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	22	13.71	14.35	37	47.21	45.29	41	39.09	40.36

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	15	6.38	22.41	70	80.85	68.97	15	12.77	8.62
Grade 4	14	13.95	14.58	65	48.84	70.83	21	37.21	14.58
Grade 5	10	5.00	2.22	52	66.67	62.22	38	28.33	35.56
Grade 6	15	10.64	9.72	63	59.57	58.33	22	29.79	31.94
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	14	8.63	12.56	62	64.47	64.57	24	26.90	22.87

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	20	12.77	39.66	53	55.32	44.83	28	31.91	15.52
Grade 4	21	23.26	10.42	51	46.51	54.17	28	30.23	35.42
Grade 5	23	23.33	17.78	42	45.00	40.00	35	31.67	42.22
Grade 6	36	29.79	25.00	40	42.55	45.83	24	27.66	29.17
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	26	22.34	24.22	46	47.21	46.19	28	30.46	29.60

**Conclusions based on this data:**

1. Overall the growth trend at Kimball School is moving in a positive direction. The number of students in the exceeded and met columns in 16-17 was 35.53%. In 17-18 there is evidence that CAASPP growth was at 46.11%. The difference in the increase is approximately 30% growth. This is an excellent overall trend for Kimball School.

2. In taking a deeper dive into the data, a determination can be made that there is a significant number of students, thirty-eight percent in the reading target (demonstrating understanding of literary and non-fictional texts) and forty-five percent in writing (producing clear and purposeful writing) in the near standard performance area. By focusing on purposeful writing as well as close reading skills, there are many students that can move into the met or exceeded categories.
3. Through our work and professional development on deeply understanding the English Language Development/English Language Arts framework, teachers will be knowledgeable consumers of materials and strategies needed to provide excellent teaching/learning so that our students are prepared to compete in college and career.

## 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	45	47	59	44	47	59	44	47	59	97.8	100	100
Grade 4	61	48	50	60	48	50	60	48	50	98.4	100	100
Grade 5	55	65	51	51	65	51	51	65	51	92.7	100	100
Grade 6	73	47	77	71	47	77	71	47	77	97.3	100	100
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Grades	234	207	237	226	207	237	226	207	237	96.6	100	100

\* 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	2402.6	2412.5	2454.9	5	6.38	30.51	25	27.66	33.90	39	31.91	18.64	32	34.04	16.95
Grade 4	2435.4	2448.5	2422.2	7	4.17	6.00	25	25.00	10.00	27	39.58	42.00	42	31.25	42.00
Grade 5	2448.7	2442.3	2427.2	6	4.62	3.92	22	13.85	7.84	22	24.62	15.69	51	56.92	72.55
Grade 6	2489.2	2486.9	2445.7	11	4.26	5.19	17	31.91	10.39	31	19.15	31.17	41	44.68	53.25
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	8	4.83	11.39	22	23.67	15.61	29	28.50	27.00	42	43.00	45.99

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	11	17.02	47.46	45	51.06	33.90	43	31.91	18.64
Grade 4	12	14.58	8.00	32	37.50	18.00	57	47.92	74.00
Grade 5	22	12.31	5.88	18	18.46	15.69	61	69.23	78.43
Grade 6	20	14.89	9.09	35	34.04	29.87	45	51.06	61.04
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	16	14.49	17.72	32	33.82	25.32	51	51.69	56.96

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	14	14.89	20.34	52	46.81	59.32	34	38.30	20.34
Grade 4	10	10.42	8.00	60	52.08	44.00	30	37.50	48.00
Grade 5	6	6.15	5.88	31	38.46	25.49	63	55.38	68.63
Grade 6	7	10.64	5.19	48	48.94	25.97	45	40.43	68.83
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	9	10.14	9.70	48	45.89	37.97	43	43.96	52.32

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	14.89	47.46	64	61.70	40.68	20	23.40	11.86
Grade 4	20	12.50	8.00	40	52.08	38.00	40	35.42	54.00
Grade 5	8	7.69	3.92	41	35.38	33.33	51	56.92	62.75
Grade 6	14	4.26	6.49	55	59.57	35.06	31	36.17	58.44
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	15	9.66	16.46	50	50.72	36.71	36	39.61	46.84

**Conclusions based on this data:**

1. Overall the growth trend at Kimball School in mathematics, although minor, has moved in a negative direction. The number of students in the exceeded and met columns in 16-17 was 28.5%. In 17-18 there is evidence that CAASPP scores went to 27%. The difference is a 6% decrease. Although there was a drop, I believe this is something that can easily be turned around, especially in light of all of the professional development and programmatic efforts being made in the National School District



2. In taking a deeper dive into the data, a determination can be made that although there was growth from 14.49% to 17.72% in the concepts and procedures claim in the above standard category, there was a drop in at or near from 2017 to 2018 and an increased number of students who fell into the below standard category. Not the trends you would like to see. The same trends are evident in the problem solving & modeling/data analysis where students can use appropriate tools and strategies to solve real-world and mathematical problems claims.
3. Through our work with the University of California Irvine's Math Project, the collaboration in data teams every other week for two hours in grade groups as well, the 20+ hours of professional development and the scope and sequence guides provided to each teacher for the implementation of our GoMath curriculum will have a big impact on our student achievement data.

## 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	1399.0	1405.0	1384.5	42
Grade 1	1441.0	1433.5	1448.0	52
Grade 2	1496.6	1491.5	1501.2	55
Grade 3	1486.1	1481.1	1490.7	36
Grade 4	1485.8	1480.5	1490.7	36
Grade 5	1499.3	1491.1	1507.0	20
Grade 6	1472.7	1455.1	1489.8	17
All Grades	1465.2	1460.3	1468.2	258

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	*	*	14	33.33	*	*	*	*	42
Grade 1	16	30.77	17	32.69	*	*	13	25.00	52
Grade 2	27	49.09	18	32.73	*	*	*	*	55
Grade 3	*	*	11	30.56	15	41.67	*	*	36
Grade 4	*	*	15	41.67	*	*	*	*	36
Grade 5	*	*	11	55.00	*	*	*	*	20
Grade 6	*	*	11	64.71	*	*	*	*	17
All Grades	60	23.26	97	37.60	55	21.32	46	17.83	258

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	14	33.33	*	*	*	*	*	*	42
Grade 1	15	28.85	17	32.69	*	*	14	26.92	52
Grade 2	32	58.18	18	32.73	*	*	*	*	55
Grade 3	*	*	14	38.89	*	*	*	*	36
Grade 4	11	30.56	13	36.11	*	*	*	*	36
Grade 5	*	*	*	*	*	*	*	*	20
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	90	34.88	87	33.72	43	16.67	38	14.73	258

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	*	*	*	*	19	45.24	*	*	42
Grade 1	15	28.85	15	28.85	*	*	15	28.85	52
Grade 2	24	43.64	18	32.73	*	*	*	*	55
Grade 3	*	*	*	*	16	44.44	12	33.33	36
Grade 4	*	*	11	30.56	11	30.56	12	33.33	36
Grade 5	*	*	*	*	*	*	*	*	20
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	51	19.77	69	26.74	77	29.84	61	23.64	258

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	18	42.86	17	40.48	*	*	42
Grade 1	22	42.31	21	40.38	*	*	52
Grade 2	37	67.27	16	29.09	*	*	55
Grade 3	11	30.56	19	52.78	*	*	36
Grade 4	13	36.11	19	52.78	*	*	36
Grade 5	*	*	*	*	*	*	20
Grade 6	*	*	11	64.71	*	*	17
All Grades	113	43.80	112	43.41	33	12.79	258

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	30.95	15	35.71	14	33.33	42
Grade 1	13	25.00	24	46.15	15	28.85	52
Grade 2	34	61.82	19	34.55	*	*	55
Grade 3	17	47.22	12	33.33	*	*	36
Grade 4	15	41.67	17	47.22	*	*	36
Grade 5	*	*	*	*	*	*	20
Grade 6	*	*	*	*	*	*	17
All Grades	106	41.09	105	40.70	47	18.22	258

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	*	*	29	69.05	*	*	42
Grade 1	21	40.38	16	30.77	15	28.85	52
Grade 2	30	54.55	20	36.36	*	*	55
Grade 3	*	*	23	63.89	13	36.11	36
Grade 4	*	*	19	52.78	12	33.33	36
Grade 5	*	*	13	65.00	*	*	20
Grade 6	*	*	*	*	*	*	17
All Grades	66	25.58	125	48.45	67	25.97	258

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	15	35.71	15	35.71	12	28.57	42
Grade 1	15	28.85	21	40.38	16	30.77	52
Grade 2	17	30.91	34	61.82	*	*	55
Grade 3	*	*	18	50.00	14	38.89	36
Grade 4	*	*	23	63.89	*	*	36
Grade 5	*	*	17	85.00	*	*	20
Grade 6	*	*	11	64.71	*	*	17
All Grades	61	23.64	139	53.88	58	22.48	258

**Conclusions based on this data:**

- 1.

## 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:

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
ELA- SBAC Consortium data will reflect a 10% increase from 2018 to 2019 as measured by the May 2019 final CAASPP data.
<b>Data Used to Form this Goal:</b>
The data used to measure the goals are the preliminary SBAC scores combined with the final scores final CAASPP assessment scores.
<b>Findings from the Analysis of this Data:</b>
Overall, the growth trend in English language arts, at Kimball School is moving in a positive direction. The number of students in the exceeded and met columns in 16-17 was 35.53%. In 17-18 there is evidence that CAASPP growth was at 46.11%. The difference in the increase is approximately 30% growth. This is an excellent overall trend for Kimball School. In taking a deeper dive into the data, a determination can be made that there is a significant number of students, thirty-eight percent in the reading target (demonstrating understanding of literary and non-fictional texts) and forty-five percent in writing (producing clear and purposeful writing) in the near-standard performance area. By focusing on purposeful writing as well as close reading skills, there are many students that can move into the met or exceeded categories. Through our work and professional development on deeply understanding the English Language Development/English Language Arts framework, teachers will be knowledgeable consumers of materials and strategies needed to provide excellent teaching/learning so that our students are prepared to compete at a college and career level.
<b>How the School will Evaluate the Progress of this Goal:</b>
Site and Instructional Data Teams will meet regularly to analyze student outcomes. The Instructional Data Team process includes: <ul style="list-style-type: none"><li>• Setting goals</li><li>• Provide specific instruction (Adult Actions)</li><li>• Assess Results</li><li>• Evaluate/adjust: Plan for next steps</li></ul> Data Review after assessments periods with teachers. Data Review meetings will follow the data team process. As a dual language school teachers look at student performance in both English and Spanish and develop an instructional plan to split the content and provide lessons that will support the intentional transition from one language to the other.
<b>Who are the focus students and what is the expected growth?</b>

Focus students are students who have not met the expected growth and end of year expectations. These are also students whose scaled scores demonstrate a deeper focus and alignment on target skills in order to achieve their goals and increase end of year scores.

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

The LCAP and Strategic Plan both call for academic achievement in English Language Arts.

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

Teachers collaborate and analyze school-wide results, creating vertical alignment and goals in addition to grade-specific goals. This happens in many formats. Our Site Data Team reviews student results and created our school-wide goals. Teachers and support staff meet regularly to analyze summative and current data. Student achievement data is also shared with school site councils in order to target learning needs and site resource allocations.

**What data will be collected to measure student achievement?**

Ongoing summative, formative and diagnostic assessments will monitor student growth. Renaissance STAR Reading in English and Spanish and student writing samples will be used along with assessments included in our Benchmark/Adelante adoption.

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

Teachers will continue to target Hispanic/ELL students to support AYP growth. In order to meet this target the current number of students must maintain their proficiency level of Standard Met or Exceeded.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#1</p> <p>Instructional Practices consistent with Content Standards and Strategic Plan: In accordance with the Local Control Accountability Plan (LCAP)</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection. Continue Site Data Teams (SDT) and Instructional Data Teams (IDT.)</p> <p>to develop student goals based on Benchmark Assessments, running records and RESULTS assessments.</p> <p>Data teams will meet on a bi-weekly basis to focus on a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Instruction designed through data</li> </ul> <p>reflection</p> <ul style="list-style-type: none"> <li>• Results assessment</li> <li>• Plan for next steps</li> <li>• End of quarter and End of Year Reflection.</li> </ul>	2018-2019	Site Leadership Team and Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#2</p> <p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during staff meetings as a PLC (2) on Collaboration/Site Thursdays.</p> <p>Professional Development</p> <p>(2) Collaboration/Site Thursdays:</p> <p>A professional development calendar has been created in response to the need to collaborate and prepare for dual language by deconstructing standards and aligning them to our new Benchmark/Adelante district adoption.</p> <p>The Site Data Team meets quarterly to review PD elements and to make adjustments as needed.</p> <p>Teachers will receive in-depth staff development through our district resource teachers on the ELA/ELD state framework. Teachers will be able to be discerning consumers of materials utilized to meet the needs of their students. Through this staff development training teachers will be able to make informed decisions about the instructional materials that will align with their student needs. A clear understanding of the need to provide integrated as well as designated ELD for our English language learners will also be part of this staff development and training.</p> <p>Instructional Data Team Meetings:</p>	2018-19	Principal				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#3 Extended Learning Time:</p> <p>Impact teachers along with classroom teachers, provide differentiated instruction to meet the needs of struggling learners. Impact teachers support students either in the classroom while pushing in, or they work with students in small groups in our reading lab. During this time, students receive instruction based on formative assessment, RtI goal data and materials appropriate to their needs. The impact teachers are under the direct direction and supervision of our Language Arts Specialist.</p> <p>LAS oversees the Response to Intervention Process where teachers meet in 4-6 week intervals to closely monitor students who are at risk. Goals are set and monitored closely to ensure growth is measured and attained. LAS also provides core instruction to our 5th &amp; 6th grade students to ensure the 50% Spanish instruction in our dual language immersion program.</p>	2018-19	Impact Teachers	Cost of 2x impact teachers Salary		Title I	46030
			Language Arts Specialist Salary		Title I	7240
			Substitutes		LCAP	5000
			Language Arts Specialist Salary		LCAP	45828.33

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#4 Increased Educational Opportunity:</p> <p>All classrooms will receive a 100 Book Challenge Baskets. These books will be leveled by reading ability and will support the thematic units within our Benchmark/Adelante textbook adoption. Each class will receive enough books so they can rotate baskets to allow students more choice of titles. The ARC (American Reading Company) are thematic sets intended to fortify the Benchmark Informational Units 1, 3, and 7. Baskets will be available in both English and Spanish with approximately 20 different titles that can be used during ELA, Integrated and Designated ELD, Social Studies, and Science. They can be used as a resource for multiple lessons/activities such as writing, research, read alouds, close reading lessons, and independent reading. Teachers all have the ability to share titles across and within their grade levels. These baskets will allow students to increase their independent reading time which will in turn result in reading gains.</p>			District funding will support			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#5</p> <p>Involvement of Parents, Staff and Community:</p> <p>Parent Involvement has always been a priority at Kimball School and districtwide. This year we have three teachers on Special Assignment that work with our parents in the area of Technology and English Language Support and English Language Arts. The teachers work with parents, teachers and students.</p> <p>Initiatives in place are the following:</p> <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• English Language Advisory Committee</li> <li>• Dual Language Parent Meetings</li> <li>• DELAC Representative</li> <li>• Parent Content Nights</li> <li>• Parent Workshops</li> <li>• Parent Teacher Association</li> </ul> <p>* Coffee with the Principal</p> <p>Kimball Community Partners is a group of community members that meet on a monthly basis to help provide resources to the school community. Members of this group are:</p> <ul style="list-style-type: none"> <li>• Hunger Coalition</li> <li>• San Diego Regional Center</li> <li>• SDSU School of Social Work</li> <li>• Health and Human Services: Calworks, Self Sufficiency Programs, Child Protective Services.</li> </ul> <p>Sign in sheets for all parent meetings are collected and recorded. Current</p>			Parent Workshops, Trainings and Involvement		Title I Part A: Parent Involvement	6603

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#6 Instructional Technology</p> <p>Ensure services of technology department so that hardware &amp; software are running smoothly for minimal interruption of learning software implementation. Tech Liaison attends district meetings bringing information to our site; supports teachers use of technology. Sign in sheets for all meetings are collected. Hours of volunteerism is recorded and acknowledged at an end of year celebration.</p>			Replace Teacher Computers		LCFF	12000.00
			Technology Upgrade / Replacement		LCFF	10000.00
			Technology Support		LCFF	4,925.00
			Tech Liaison			
<p>#7 Preschool Collaboration Our preschool program is implementing Dual Language. Preschool teachers visit, observe and implement strategies that align to our dual language program. Preschool parents are encouraged to attend all parent meetings, workshops and school wide celebrations.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#8 REACH From the onset of the school year, the REACH staff has established a close partnership with the school district. At Kimball School the Office Administrative Assistant works closely with the REACH coach to monitor attendance as well as increase registration. Every family that registers for school has an opportunity to meet the REACH Coach and learn more about the value of the program. In addition the Child Nutrition Services also work closely in providing breakfast and snacks for participating students.</p>						

## 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:

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 Kimball students will attain a status of Met and Exceeded percentage of 36% to 41% on the May CAASPP Assessment the per
<b>SCHOOL GOAL #2:</b>
Kimball students will demonstrate a gain of 10% growth from the 2018 results on the final 2019 CAASPP test results.
<b>Data Used to Form this Goal:</b>
Analysis of the data revealed a need to strengthen our instructional program especially in the area of mathematics. As we move closer to proficiency of common core standards and the smarter balanced assessments it is imperative that we prepare our students even further, especially in developing the language students need to identify what information is being requested in the questions and used to explain answers.
<b>Findings from the Analysis of this Data:</b>
Math is an area of focus for this school year. It is also evident that our work in math includes developing the ability to write and express complex thoughts as well as numerical equations. Our work with depth of knowledge questioning techniques is an area of focus that will address our weaknesses.
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing summative, formative and diagnostic assessment will monitor student growth. These include our Rigorous Curriculum Design Math Units, Star Math, SuccessMaker gain, and ongoing formative and summative assessments. UCI math units, recently added to our curriculum, give teachers another tool to develop instructional strategies with students. These UCI units also include assessment opportunities. Teachers plan for instruction in both English and Spanish to meet the individual needs of students.
<b>Who are the focus students and what is the expected growth?</b>
Focus students are students who were below grade level during last year's STAR and CAASPP assessments and who are experiencing difficulties with our beginning of the year assessments. Expected growth for all students is one year's worth of gains.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal is aligned to the district Strategic Plan in supporting all students. This goal is also aligned to the Goal Setting Conference Report submitted to the district superintendent.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers and support staff collaborate and analyze school-wide results, creating vertical alignment and goals in addition to grade-specific goals. This happens in many formats. Our Site Data Team reviews student results and created our school-wide goals. Teachers and support staff meet regularly to analyze summative and current data. Student achievement data is also shared with school site councils in order to target learning needs and site resource allocations.

**What data will be collected to measure student achievement?**

Data from weekly formative assessments and summative unit assessments is collected every two weeks and analyzed during our Data Team Meetings. This information is analyzed to plan for instruction using the five step data team process for math; other assessments used are formative and district required assessments.

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

Frequent snapshots on student performance towards established goals will ensure that we are selecting essential/heavy weighted standard. Snapshots are six week Data Team goals using our monitoring system.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>During data teams, twice per month, teachers will analyze and review data achieved on assessments.</p>	2018-21019	Teachers, principal				
<p>#2</p> <p>Professional Development and Data Team Collaboration:</p> <p>All teachers will participate in Phase I, II &amp; III of the UCI Math Project. This training will allow teachers to deepen their understanding of the following:</p> <ul style="list-style-type: none"> <li>Integration of mathematical practices throughout all math units</li> <li>Understand the importance of giving equal time to procedure, conceptual and problem solving practice time within a 60 minute block of math time</li> <li></li> </ul>	2018-2019	Teachers, District Resource Teachers	Language Arts Specialist		LCAP	45828.33

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#3 Extended Learning Time:</p> <p>All students will receive focused district-wide mathematics practice to ensure the implementation of our GoMath curriculum implementation.</p>	2018-1019	Teachers and/or Impact				
<p>#4 Increased Educational Opportunity:</p> <p>Interventions before and after school. Small group instruction in class and tutoring classes during lunch recess are administered through our Impact teachers, Teacher tutoring after school.</p>	2018-2019	Teachers	See Impact Teacher Salary			
<p>#5 Involvement of Parents, Staff and Community:</p> <p>During our Open House. All teachers, along with the help of a math mentor from Sweetwater Union High School District will host a parent math night. The math night will focus on the mathematical practices and ways that parents can assist students at home with implementation of the common core.</p>	2018-2019	Teachers, parent volunteer	No Cost			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#6 Instructional Technology</p> <p>Star Math, SuccessMaker and STS math are all independent learning systems that teachers will use to assist students with continued math support.</p> <p>Tech liaison will support teachers with the implementation of our independent learning systems. In addition, training will be given to support teachers in the proper usage of data reports generated for students.</p>	2018-2019	Tech Liaison	Tech Liaison Stipend		LCAP	1000

## 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:

<b>SUBJECT: # 3 English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners will be able to compete in a global society.
<b>SCHOOL GOAL #3:</b>
ELA- The percentage of English Language Learner students attaining a Met and Exceeded on the CAASPP English Language Arts will increase from 24% to 29% as measured on the CAASPP assessment administered in May 2019  Math- The percentage of English Language Learners students achieving advanced and proficient in the area of Mathematics on the CAASPP will increase from 17% to 21% as measured by the CAASPP Assessment administered in May 2019
<b>Data Used to Form this Goal:</b>
The data used to measure this goal included formative and summative classroom and district assessment such as the Rigorous Curriculum Design Units, Star Math and SuccessMaker growth. Historical data from Star CAASPP, AMAO's and CELDT. 2018 was the first year for which we also have ELPAC data.
<b>Findings from the Analysis of this Data:</b>
Math is higher overall in all subgroups, although targets have been established for each grade level using the cluster analysis. These goals align to the annual goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
Grade level teams meet once a month to analyze formative and district assessments. Goals are set, evaluated and recalibrated. Adult actions are identified and dates are set to review and monitor progress. Because of the language demands in academic areas, teachers will identify and support students in developing academic language to be able to express themselves on classroom, district and state assessments.
<b>Who are the focus students and what is the expected growth?</b>
Designated priority students, Long Term English Learners in upper grades. Students in this subgroup are expected to make at least one year's growth in identified areas.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal is directly aligned with the Strategic Plan for National School District and the Dual Language Plan for Kimball School.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data

**What data will be collected to measure student achievement?**

The data collected to measure progress on our English Learners include the ADEPT administered three times per year, ELPAC once per year. Star Reading and Math, topic tests and ongoing teacher and grade level team created formative assessment.

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

Frequent snapshots on student performance towards established goals will ensure that we are selecting essential/heavy weighted standard. Snapshots are six week IDT goals using our monitoring system.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#1 Instructional Practices consistent with Content Standards and Strategic Plan: Teachers meet monthly in grade &amp; vertical teams to analyze data, progress monitor students and plan lessons as a team. Teachers collaborate to review formative/summative data and to plan instruction around challenging standards. This school year our instructional program must focus on best practices in mathematics given our Program Improvement status and the fact that we did not meet safe harbor goals for most sub-groups.</p>	2018-2019	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#2 Professional Development and Data Team Collaboration: Instructional Data Team and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the annual Math Goal. Instructional Data Teams meet every two weeks.</p>	2018-2019	teachers, district resource teachers	Professional Development		LCFF	5,000.00
<p>#3 Extended Learning Time:  As mentioned above, extended time is provided by the teacher, Impact, Language Arts Specialist and classroom teacher to support designated and integrated ELD.  In addition, student study trips will assist students with vocabulary development and experiences that will enrich their speaking, listening and writing skills.</p>	2018-2019	LAS	Transportation Costs		LCAP LCAP	45828.34 4830
<p>#4 Increased Educational Opportunity: Interventions before and after school. Small group instruction in class and tutoring classes during lunch recess.</p>	2018-2019	Teachers, Impacts	Imagine Learning		LCFF	1345.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#5 Involvement of Parents, Staff and Community: Kimball hosts Parent Content Night to provide parents with tools to support student learning in key math concepts, focusing on Number Sense.</p> <p>Parent Involvement has always been a priority at Kimball School and districtwide. This year we have three teachers on Special Assignment that work with our parents in the area of Technology and English Language Support and English Language Arts. The teachers work with parents, teachers and students.</p>	2018-2019	Teachers, District Resource Teachers	Parent Training		LCFF	500.00
<p>#6 Instructional Technology Imagine Learning, and SuccessMaker Reading, are computer programs that support instruction and monitoring growth.</p>	2018-2019					
<p>#8 REACH Weekly meetings and ongoing communication and collaboration are in place. Daily communication on student progress or behavior has been well established.</p>						
<p>#9 Office copiers to support office operations as well as materials for teacher planning.</p>	2018-2019	Maintenance Agreements and toner supplies	Maintenance agreements provide for on-going support and help when copy machines go down.		LCAP	10000



## 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:

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
School Goal # 4 Special Education includes one or more of the following: Consultation, Monitoring, Instructional support and Collaborative Team Teaching. The students in the SAI Program will meet their IEP goals. Special Ed students will participate in all extra-curricular activities and be included in the classroom culture.
<b>Data Used to Form this Goal:</b>
Frequent monitoring of Individual Educational Goals for each student, as well as formative and summative district and classroom assessments aligned to student individual plan.
<b>Findings from the Analysis of this Data:</b>
Students in our 3rd-6th grade Special Day classes interacted solely with their classmates. Their socialization was limited to the students in the class and their teacher.
<b>How the School will Evaluate the Progress of this Goal:</b>
Dibels, CELDT, Imagine Learning and in some cases SuccessMaker
<b>Who are the focus students and what is the expected growth?</b>
The goal for Special Ed Students which are students with an Individualized Education Plan
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
The Strategic Plan states that all students will receive a world class education. This includes students in Specialized Academic Instruction.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The Language Arts Specialist, the Resource Specialist, Speech, Psychologist and teachers are included in analyzing student data.
<b>What data will be collected to measure student achievement?</b>
All available data such as CMA, SBAC, Dibels and ILE
<b>Actions to improve achievement to exit program improvement (if applicable).</b>

All support staff and mainstream teacher will collaborate as a team to achieve individual student goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
#1 Instructional Practices consistent with Content Standards and Strategic Plan: Teachers meet monthly in grade & vertical teams to analyze data, progress monitor students in Specialized Academic Instruction			Teacher Resources			
#2 Professional Development and Data Team Collaboration: Instructional Data Team, Support Staff and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the goal.			Professional Development		LCFF	15,000.00
#3 Extended Learning Time: Before school Interventions are provided						



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#4 Increased Educational Opportunity: Supplemental Services Interventions are provided during core instruction with guided groups and one on one support as well as with small group instruction with the Impact or Reading Teacher. SDC students all participate in mainstream opportunities during ELD, many are mainstreamed in other areas according to individual needs and abilities.</p>			LAS Teacher		LCFF	91952.30
<p>#5 Involvement of Parents, Staff and Community: Kimball hosts Parent Content Night and Parent workshops to provide parents with tools to support student learning.  Parent Involvement has always been a priority at Kimball School and districtwide. This year we have three teachers on Special Assignment that work with our parents in the area of Technology and English Language Support and English Language Arts. The teachers work with parents, teachers and students.</p>			In house production		LCFF	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
#6 Instructional Technology Imagine Learning, SuccessMaker, Star are accessible to our SAI students. Additionally, our district office Teacher on Special Assignment, Nathan Bland provides instruction, guidance and teacher support.			Additional Imagine Learning Licenses		LCFF	10,423
#7 Preschool Our support staff supports our preschool inclusion program			no additional funding needed			
#8 REACH REACH is made aware of any additional support needed for students with an IEP						

## 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:

<b>SUBJECT: School Climate</b>
<b>LEA/LCAP GOAL:</b>
Goal #4-Provide safe environments that promote social/emotional and physical wellness.
<b>SCHOOL GOAL #5:</b>
Kimball School will decrease the number of Tier I and Tier II interventions by 10% for grades K through 6 by implementing structured recess, PBIS strategies, Sanford Harmony social emotional curriculum and a full time counselor. Through the implementation of our PBIS program Kimball School will move from a Bronze status to a Silver as measured through the Tiered Fidelity Inventory.
<b>Data Used to Form this Goal:</b>
Tier I, Tier II & Suspensions
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
PBIS school team will review data and assess current conditions.
<b>Who are the focus students and what is the expected growth?</b>
Focus students will be those children who are at risk for interventions as measured through our PBIS systems as well as the universal screener, Student Risk Screening Scale for Internalizing and Externalizing Behaviors.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
School site council members, classroom teachers, counselor, school psychologist, parents and administrators.
<b>What data will be collected to measure student achievement?</b>
Data reviewed will be the PBIS intervention data as well as
<b>Actions to improve achievement to exit program improvement (if applicable).</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our school counselor will provide restorative circles, and Sanford Harmony Curriculum lessons on a weekly basis in each classroom for grades K-6	2018-2019 school year	School Counselor	Salary for school counselor			
Teachers will use PBIS powerpoint presentations on a weekly basis that address positive choices around how to behave on the playground, with substitutes, on field trips, etc. All of these powerpoint presentations reflect the "be respectful," "be safe," "be responsible," "be kind" positive expectations.	2018-2019 school year	Classroom teachers				
PBIS Committee will develop a structured recess plan for students in K-6.	January 2019	PBIS Committee (Teachers)	Allocation will go towards purchasing all of the playground equipment that students will be using the structure recess and classroom teacher support materials.		LCAP	5000
Each grade level will plan weekly fun days to celebrate students who meet positive expectations, as well as time to meet with Tier 2 students to provide redirection instruction.	2018-2019 School Year	Classroom Teachers				
Lion's Pride - Golden Tickets will be rewarded by all staff for meeting PBIS expectations. Students will turn them in for raffle drawings in the classroom.	2018-2019 School Year	Classroom Teachers	Allocations will go to provide raffle prizes for each classroom.		LCAP	2000

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in National School District will exit Differentiated Assistance by 2018-2019</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> <li>• English Learners</li> <li>• Students with Disabilities</li> <li>• All Students</li> </ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups</li> </ul> <p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> <li>• Each group will progress between five and 10 points toward "level three" on the California Dashboard.</li> </ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> <li>• Renaissance STAR universal exams</li> <li>• Learning Headquarters writing assessments</li> <li>• Site Assessments- HM, EnVision, Writing on demand assessments</li> <li>• Teacher generated assessments</li> <li>• . RCD Post Tests in math and ELA</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site and instructional Data Tams will meet every two weeks to set goals, analyze outcomes, provide specific instruction, share instructional strategies, evaluate and adjust plans for next steps. This information is shared with the grade level team as well as the principal on a google folder.	July 2017- June 2018	Teachers in grade level teams. Support Staff Principals and Enrichment Teachers	District Funded Enrichment Teachers Technology Team Language Assessment Team		LCFF - Supplemental	4,925 3,484

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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)
LCAP	165315	0.00
Title I	53270	0.00
Title I Part A: Parent Involvement	6603	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	165,315.00
LCFF	152,645.30
Title I	53,270.00
Title I Part A: Parent Involvement	6,603.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCAP	165,315.00
	LCFF	152,645.30
	Title I	53,270.00
	Title I Part A: Parent Involvement	6,603.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	137,626.33
<b>Goal 2</b>	46,828.33
<b>Goal 3</b>	67,503.34
<b>Goal 4</b>	118,875.30
<b>Goal 5</b>	7,000.00

## 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
Luz Vicario	X				
Meghan Padilla		X			
Ingrid Medrano		X			
Somer Bizzle		X			
Martha Ortega			X		
Juan Vega				X	
Lourdes Meza Briseño				X	
Leticia Sanchez				X	
Yvonne Belmont				X	
Maria Fernanda Medina				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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 13, 2018.

Attested:

<p>_____ Luz Vicario Typed Name of School Principal</p>	<p style="text-align: center;"> _____ Signature of School Principal</p>	<p>_____ Date</p>
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<p>_____ Ivonne Belmont - December 13, 2018 Typed Name of SSC Chairperson</p>	<p style="text-align: center;"> _____ Signature of SSC Chairperson</p>	<p>_____ Date</p>
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