

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lone Tree School	58-72751-6056832	September 5, 2019	October 17, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The site plan and expenditures within the site plan benefit the school-age students as a whole, therefore this is a School Wide Program (SWP). All students will be provided educational opportunities designed for academic progression and community connectivity to school.

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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).

The Principal maintains an open door policy for communication with parents, teachers and students. We utilize social media, website, classroom apps for instant updates and monthly family calendars to communicate with families. We hold open meetings on topics with invitations to all. Summary of results is that our parental concerns are addressed promptly.

Classroom Observations

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

Classroom walkthroughs by administration occur unannounced and frequently. At the door conversations are held with staff and follow ups as needed. Formal observations and evaluations are conducted per district schedule. Our staff adheres to professional standards and curricular instructional methods.

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

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

A variety of assessments are available to guide instruction.

- Kindergarten pre and post standards based assessment
- Trimester Kindergarten through 5th grade Standards Based Report Card
- Data from trimester accountability assessments in reading and math (i.e. STAR Early Literacy, STAR Reading, curriculum diagnostics, Moby Max) is compiled and evaluated at a staff meeting for each classroom, grade level and for the whole school. Based on this, needs are identified and an action plan is developed. Also, students performing at far below, below basic, and basic levels are identified, RTI differentiated instruction in place, and any other applicable interventions are put into place.
- Star Literacy/SIPP/SORT and McGraw-Hill Wonders diagnostics for reading fluency scores are obtained each trimester and are used to group students for reading.
- English Language Learner testing is administered to all new second language students for whom assessment results are not available and to all English Learners to determine their English proficiency and to measure their progress toward becoming fluent English proficient.
- State testing, CAASPP, is administered annually to all students in 5th grade to measure student achievement in Science. CAASPP is administered to all 3rd-5th grade students in ELA and Math. This information is used to identify areas of for growth in the site program to create an action plan for site program improvement.

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

Curriculum embedded assessments/diagnostics are given at the beginning of the year, at end of unit and/or at end of trimester depending on grade level. This information assists the instructional planning and individual response to intervention as needed for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff attends curriculum development, pacing and instructional planning meetings, to include new adoption training. We hold staff meetings regularly with topics ranging from student/family event planning to collaborative conversations for curriculum development and refinement to standards. Technology team leads provide peer-to-peer training for software approved and implemented into instructional lessons. District plans curriculum, technology, safety and student social growth training for staff.

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

All staff have access to instructional supplies, materials, textbooks and technological devices in order to provide standards-based instruction. Staff development is scheduled on our school year calendar and provided on a needs-based and current topic implementation plan basis each year. Staff has peer-to-peer collaboration.

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

Staff development focuses on these areas:

- Research based instructional techniques: Essential Instructional Skills will continue with staff and administrative communication. Input sessions and classroom walk-through observations identify and expand appropriate application of this information. Walk through observations will be followed up by reflective conferences to further discuss and elaborate on instruction.
- Content specific instructional techniques: Through the McGraw-Hill reading and math specific staff development sessions are available to teachers on a yearly basis through webcasts and in training sessions. Additionally, teachers have been provided with training in the use of software programs and curriculum.

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

Publisher trainings, technology and off site trainings.

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

Scheduled staff meetings and calendared minimum days.

Teaching and Learning

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

At each grade level in the district, teachers use the state content area standards in reading and math to address essential standards. Student instruction, assessment and promotion are based on mastery of these essential standards. State adopted curriculums, McGraw-Hill Math and Wonders, are used at Lone Tree School. Both of these curriculums are standards based and utilize an explicit research based sequence of instruction. The core instructional materials to be used with the adoptions were purchased through district textbook funds and are used within each classroom. Each year textbook funds are used to expand standards based materials. With Common Core Standards, teachers and administration work together to expand opportunities for curricular expansion.

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

Our district reports minutes annually and is annually over the required instructional minute total. Our teachers have a schedule that allows for ELA and math instructional blocks.

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

We surpass state requirements for overall mandated school day minutes. The majority of our school day is spent with ELA and math.

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

The McGraw-Hill series incorporates social studies and science into their instructional activities throughout the year. As a result, the vocabulary and content incorporate diversity and are thus of interest to an ethnically diverse student population. In addition, the Scott Foresman Social Science curriculum and Houghton Mifflin Science curriculum have EL components, as well as leveled readers and computer based programs which make it accessible to all students in a classroom. At Lone Tree, approximately 35% are socio-economically disadvantaged. All students benefit from curriculum that is repetitious, explicit and sequential (i.e. small steps build progressively). McGraw-Hill, Scott Foresman, and Houghton Mifflin have these features built into their activities, materials and instructional sequence.

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

Materials utilized for Response to Intervention (RTI) are standards based and associated with our ELA and math publishers, including on the state list of intervention materials. We also use standards aligned support materials to differentiate instruction.

Opportunity and Equal Educational Access

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

Within the regular classroom, the teacher will provide daily interventions for students who have not mastered the standards with whole group and small group instruction alone. Based on ongoing assessments, small group workshops pre-teach and re-teach standards. Students of RTI Tier 3 will receive intensive reading instruction. Tiers 1 and 2 RTI are instructed in their classrooms or within grade level homogeneous ability groups. The curriculum for the intervention groups includes a state adopted intervention program, Sonday, John Shefelbine's Systematic Instruction in Phonics and Phonemic Awareness (SIPPs), Early Reading Intervention (ERI), and/or Reading Mastery. The mid-level groups may be working with Read Naturally or Accelerated Reader Power Lessons to better develop comprehension strategies, and the high-level groups will be working with Accelerated Reader Power Lessons. Additionally, the Common Core connectivity to integrating social science and science with reading instruction is in place. Supplemental writing lessons along with Wonders curriculum components are in place for writing in each grade level. In each classroom, a bank of computers makes it possible to supplement and reinforce instruction with additional practice. Students in grades 3-5 (expanding to 2nd grade) have one on one tablets assigned to to help integrate technology into daily practice. Software is available for reading and math practice as well as English Language Development. Additionally, our technology infrastructure has been updated to allow each classroom to access Moby Max, Accelerated Reader and McGraw-Hill ELA and math. In the kindergarten and first grade classrooms, age appropriate software is available in the areas of reading, math, English Language Development, auditory processing and cognitive development. The regular use of the computer station to supplement instruction throughout the day allows the teacher to incorporate smaller group instruction at these grade levels.

Evidence-based educational practices to raise student achievement

All state adopted curriculum is in place for core subject of ELA and Math.

Parental Engagement

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

The Family Resource Center provides intergenerational literacy activities to socio-economically challenged families. These include English Language Development meetings held for our District centrally located at the Wheatland Elementary School site. The Lone Tree School Family Resource Center hosts activities for parents to get information about the area and opportunities for parents to come to school for family activities (i.e. Yellow Ribbon Club). We hold events annually to increase family connection to school (i.e. book fairs, parent/student dance, fall carnival). We support students through a myriad of programs to involve students, support specific basic needs for social connection, and encourage positive self-esteem (i.e. Yellow Ribbon Club, Recycling Club, Renaissance Leadership program, school counselor skill groups in the areas of school skills, friendship, and social-emotional growth). Our excellent volunteer parents are involved with campus fundraisers to provide opportunities for field trip experiences for students, assistance in the classrooms with projects and curriculum support (i.e. tutoring), physical activity enhancements for students (i.e. Jump for Heart), and field trip chaperones. Parents and teachers working directly and personally for volunteer opportunities and supported by school administration communication for any whole campus opportunities. Lone Tree houses a State Preschool program. Sunset Housing and Bear River Apartments offer affordable housing within the Wheatland city limits. The military base offers a Family Support service which provides counseling, respite, and parent education classes. The military base also has a variety of medical and community resources for military families. Other families are limited by Wheatland and Smartsville's geographic isolation and the lack of affordable transportation.

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)

Our elementary school site council is comprised of parents, school staff and principal.

Funding

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

Special Education: Educational assessments are provided for those students who have received a variety of general education and specialized interventions and continue to experience academic difficulties. The special education program also provides intervention for identified special education students as prescribed in their IEPs. **Early Intervention/Response to Intervention:** Interventions are available through specially structured groups. Small group instruction is available to at-risk (RTI Tier III) students who have not mastered grade level standards as a result of general education instruction and general education intervention. The learning center also provides intervention to at-risk students in need of small group instruction. This service is provided as a pre-referral intervention and is intended to be a timely means of preventing children from falling irreparably behind. This early intervention service is utilized after daily general education small group instruction has been insufficient to accelerate progress towards standards. **K-1st Intervention program:** Achieving our goal of having every child at grade level in reading and math requires that no child falls behind in the beginning. Therefore additional resources are applied at the K-1st grade levels to accelerate and support learning of our at-risk students. A half-day para-educator is in place within each kindergarten and 1st grade classroom. Para-educators provide small group and individual instruction to at-risk students in addition to providing supplemental math and reading instruction during center time. Our most at-risk early readers receive support using research based WonderWorks, ERI program, SIPPS, Sonday or Reading Mastery. **After School Program:** The after school program provides homework support, enrichment activities, and specific remedial academic instruction in the areas of reading and math.

Fiscal support (EPC)

Our title 1 dollars are spent on the curricular support of students through technology (hardware and software), student connectivity to school via a schoolwide culture of Renaissance, the promotion of positive behaviors and development of resilience and personal best with the support of Lifeskills staffing, plus classroom tools for student use to further develop skills.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Annual Site Council meetings, staff meetings, annual events for families, conversations with parents, staff review of data, district goals reviewed, district programs implemented and collaboration with area services.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are programmatic and supplemental opportunities that we would like to expand, however, we have funding limitations. Our geographic location limits the travel to experiences and events.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	1.1%	1.54%	.82%	4	6	3
African American	9.7%	9.00%	10.66%	35	35	39
Asian	0.6%	0.77%	0%	2	3	0
Filipino	2.8%	2.83%	1.37%	10	11	5
Hispanic/Latino	21.3%	20.31%	21.31%	77	79	78
Pacific Islander	1.7%	2.31%	.82%	6	9	3
White	50.7%	51.41%	54.64%	183	200	200
Multiple/No Response	%	%	10.38%			38
Total Enrollment				361	389	366

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	96	102	83
Grade 1	52	70	80
Grade 2	57	49	70
Grade 3	58	52	43
Grade 4	52	60	41
Grade 5	46	56	49
Total Enrollment	361	389	366

Conclusions based on this data:

1. Students rolling over from K to 1st, 3rd to 4th and 4th to 5th did not maintain number, therefore the ability to review longevity of progress is challenging

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	13	8	7	3.6%	2.1%	1.9%
Fluent English Proficient (FEP)	11	15	4	3.0%	3.9%	1.0%
Reclassified Fluent English Proficient (RFEP)	1	1	0	7.7%	7.7%	0%

Conclusions based on this data:

1. Less than 2% of our student population are English Learners.
2. Research with data as we enter 2019/20 indicates that out of the seven (7) EL students from 2018/19, three (3) are indicated for RFEP for 2019/20.
3. Prior to 2018/19, the information was obtained from CELDT which phased out in 2017/18. ELPAC is the assessment used as of 2018/19.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	65	59	48	62	57	46	62	57	46	95.4	96.6	95.8
Grade 4	46	52	63	44	49	62	44	49	62	95.7	94.2	98.4
Grade 5	49	48	58	47	47	55	47	47	55	95.9	97.9	94.8
All Grades	160	159	169	153	153	163	153	153	163	95.6	96.2	96.4

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	2411.	2401.	2434.	13	15.79	21.74	27	28.07	23.91	34	24.56	36.96	26	31.58	17.39
Grade 4	2451.	2457.	2472.	11	24.49	22.58	27	18.37	29.03	34	22.45	22.58	27	34.69	25.81
Grade 5	2526.	2496.	2514.	32	12.77	21.82	32	40.43	36.36	21	14.89	23.64	15	31.91	18.18
All Grades	N/A	N/A	N/A	18	17.65	22.09	29	28.76	30.06	30	20.92	26.99	23	32.68	20.86

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	23	17.54	30.43	48	42.11	43.48	29	40.35	26.09
Grade 4	18	22.45	24.19	59	59.18	58.06	23	18.37	17.74
Grade 5	30	25.53	32.73	40	55.32	50.91	30	19.15	16.36
All Grades	24	21.57	28.83	49	51.63	51.53	27	26.80	19.63

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	15	14.04	23.91	48	57.89	54.35	37	28.07	21.74
Grade 4	7	14.29	29.03	64	61.22	48.39	30	24.49	22.58
Grade 5	34	23.40	30.91	51	53.19	45.45	15	23.40	23.64
All Grades	18	16.99	28.22	54	57.52	49.08	28	25.49	22.70

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	16	12.28	10.87	69	64.91	78.26	15	22.81	10.87
Grade 4	11	18.37	22.58	77	51.02	69.35	11	30.61	8.06
Grade 5	28	21.28	12.73	60	53.19	76.36	13	25.53	10.91
All Grades	18	16.99	15.95	69	56.86	74.23	13	26.14	9.82

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	11	15.79	26.09	61	45.61	56.52	27	38.60	17.39
Grade 4	11	14.29	14.52	64	59.18	59.68	25	26.53	25.81
Grade 5	43	19.15	30.91	53	53.19	45.45	4	27.66	23.64
All Grades	21	16.34	23.31	59	52.29	53.99	20	31.37	22.70

Conclusions based on this data:

1. Positive overall gains in 2017/18.
2. 2018/19 data not included in plan format, but will be reviewed in goal area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	65	59	48	62	57	46	62	57	46	95.4	96.6	95.8
Grade 4	46	52	63	44	49	62	44	49	62	95.7	94.2	98.4
Grade 5	49	48	58	47	47	55	47	47	55	95.9	97.9	94.8
All Grades	160	159	169	153	153	163	153	153	163	95.6	96.2	96.4

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	2423.	2425.	2423.	10	8.77	8.70	34	36.84	34.78	27	29.82	32.61	29	24.56	23.91
Grade 4	2477.	2471.	2464.	9	12.24	11.29	39	28.57	24.19	39	46.94	43.55	14	12.24	20.97
Grade 5	2517.	2490.	2494.	26	12.77	12.73	21	19.15	23.64	28	40.43	38.18	26	27.66	25.45
All Grades	N/A	N/A	N/A	14	11.11	11.04	31	28.76	26.99	31	38.56	38.65	24	21.57	23.31

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	21	33.33	26.09	44	36.84	50.00	35	29.82	23.91
Grade 4	23	26.53	14.52	48	42.86	43.55	30	30.61	41.94
Grade 5	34	14.89	16.36	28	34.04	34.55	38	51.06	49.09
All Grades	25	25.49	18.40	40	37.91	42.33	35	36.60	39.26

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	22.81	13.04	55	49.12	60.87	29	28.07	26.09
Grade 4	14	18.37	14.52	64	57.14	53.23	23	24.49	32.26
Grade 5	30	12.77	23.64	38	48.94	47.27	32	38.30	29.09
All Grades	20	18.30	17.18	52	51.63	53.37	28	30.07	29.45

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	19	10.53	17.39	60	59.65	56.52	21	29.82	26.09
Grade 4	18	12.24	19.35	64	57.14	53.23	18	30.61	27.42
Grade 5	21	8.51	10.91	55	57.45	63.64	23	34.04	25.45
All Grades	20	10.46	15.95	59	58.17	57.67	21	31.37	26.38

Conclusions based on this data:

1. Small overall growth and a dip for 4th grade
2. 2018/19 data not included in plan format, but will be reviewed in goal area.

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	1563	1504	1700	1
Grade 1	1467	1450	1484	2
Grade 2	1476	1460	1491	2
Grade 3	1525	1523	1527	2

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	1	100							1
Grade 1			2	100					2
Grade 2			1	50	1	50			2
Grade 3	1	50	1	50					2
All Grades	2	29	4	57	1	14			7

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	1	100							1
Grade 1			1	50	1	50			2
Grade 2			1	50	1	50			2
Grade 3	1	50	1	50					2
All Grades	2	29	3	42	2	29			7

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	1	100							1
Grade 1			2	100					2
Grade 2			2	100					2
Grade 3			2	100					2
All Grades	1	14	6	86					7

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	1	100					1
Grade 1	1	50	1	50			2
Grade 2			2	100			2
Grade 3			2	100			2
All Grades	2	29	5	71			7

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			1	100			1
Grade 1			2	100			2
Grade 2			2	100			2
Grade 3	2	100					2
All Grades	2	29	5	71			7

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	1	100					1
Grade 1	1	50	1	50			2
Grade 2			2	100			2
Grade 3			2	100			2
All Grades	2	29	5	71			7

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	1	100					1
Grade 1			2	100			2
Grade 2			2	100			2
Grade 3	1	50	1	50			2
All Grades	2	29	5	71			7

Conclusions based on this data:

1. Less than 2% of student population are English Learners.
2. Research with data as we enter 2019/20 indicates that out of the seven (7) EL students from 2018/19, three (3) are indicated for RFEP for 2019/20.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
389	39.8%	2.1%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	2.1%
Socioeconomically Disadvantaged	155	39.8%
Students with Disabilities	51	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	9.0%
American Indian	6	1.5%
Asian	3	0.8%
Filipino	11	2.8%
Hispanic	79	20.3%
Two or More Races	46	11.8%
Pacific Islander	9	2.3%
White	200	51.4%

Conclusions based on this data:

1. Historical data indicates our overall enrollment was down by 23 students between 2017/18 and 2018/19. Our enrollment fluctuates throughout the year with our military community assignment changes.
2. For 2017/18 we did not have foster youth or homeless students.
3. Diversity of enrollment is generally consistent from one year to next.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Math is a target area for curriculum. For 2019/20, we have moved the math block to the morning in the schedule.
2. Math is a 3rd - 5th grade target area with teacher focus on specific skills, informal assessment and reteach based on data.

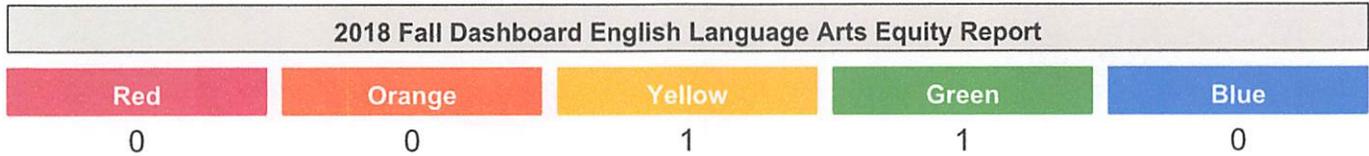
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5.7 points above standard</p> <p>Increased 21.4 points</p> <p>147 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.5 points below standard</p> <p>Increased 38.1 points</p> <p>59 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>43.3 points below standard</p> <p>Increased 30.8 points</p> <p>21 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.9 points above standard Increased 36.7 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 5.6 points above standard Increased 16.8 points 20 students	 No Performance Color 23.8 points above standard Increased 45.6 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 5.6 points above standard Increased 18.7 points 78 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	6.2 points above standard Increased 20.8 points 139 students

Conclusions based on this data:

1. All areas with 11 students or more indicate increase in performance.

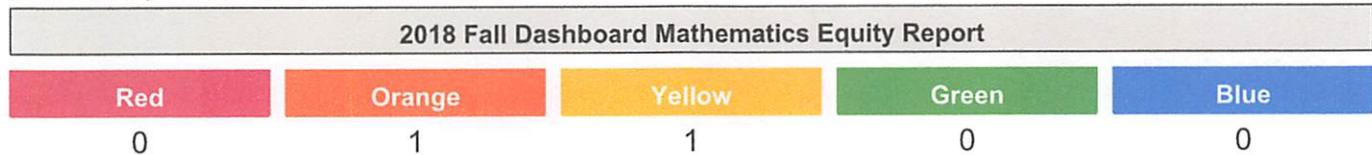
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 22.2 points below standard Declined -5.7 points 147 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 47.1 points below standard Declined -15.1 points 59 students	<p>Students with Disabilities</p>  No Performance Color 63.7 points below standard Declined -15.6 points 21 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.8 points below standard Increased 4.9 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 16.2 points below standard Declined -6 points 20 students	 No Performance Color 9.7 points below standard Increased 11.7 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Yellow 21.8 points below standard Declined -3.5 points 78 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	22 points below standard Declined -4.7 points 139 students

Conclusions based on this data:

1. Overall, math is a target area for growth.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. The dashboard did not indicate results in this area perhaps because we had 7 EL students. Reference other pages in this plan regarding EL student progress.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Non-indicative report. We are a TK - 5th grade school.

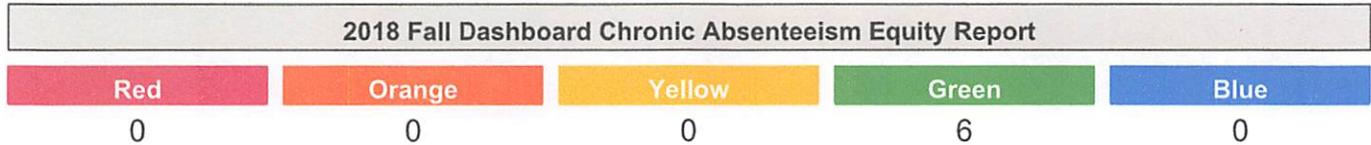
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Green</p> <p>4.5% chronically absent</p> <p>Declined 0.9%</p> <p>420 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p>Green</p> <p>5.2% chronically absent</p> <p>Declined 2.2%</p> <p>172 students</p>	<p>Green</p> <p>7.7% chronically absent</p> <p>Declined 1.7%</p> <p>65 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.6% chronically absent Maintained 0% 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Maintained 0% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.1% chronically absent Declined 0.8% 82 students	 Green 6% chronically absent Declined 1.5% 50 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Green 4.6% chronically absent Maintained 0.4% 219 students

Conclusions based on this data:

1. We follow up on absences, making contact when parents do not initiate contact with the school.
2. Positive attendance is recognized in our school culture with Renaissance.
3. Campus clubs, student activities, counseling services and integrated MTSS supports may influence student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
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Conclusions based on this data:

1. Non-indicative report. We are a TK - 5th grade school.

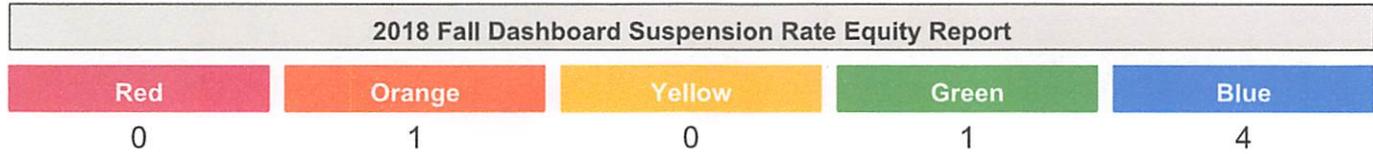
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Blue</p> <p>0.5% suspended at least once</p> <p>Declined -0.7%</p> <p>428 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not 8 students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>0 Students</p>	<p>Green</p> <p>0.6% suspended at least once</p> <p>Declined -0.6%</p> <p>175 students</p>	<p>Blue</p> <p>0% suspended at least once</p> <p>Declined -1.9%</p> <p>65 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Maintained 0% 40 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -3.2% 85 students	 Orange 2% suspended at least once Increased 2% 50 students	 No Performance Color Less than 11 Students - Data 9 students	 Blue 0.5% suspended at least once Declined -0.5% 222 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	1.2% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

1. Campus clubs, student activities, counseling services and integrated MTSS supports may influence student behavior.
2. Communication between teachers, students, parents and admin is fluid to assist with positive student behavior.
3. Lifeskills is in place on our campus to support daily interventions with redirection and in class support of student behaviors, which may influence our low suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CAASPP Targets

LEA/LCAP Goal

WSD will improve student achievement for all students including EL, Low Income and Foster Youth (LCAP GOAL 1)

Goal 1

CAASPP proficiency level for math and ELA will increase by 5% overall.

Identified Need

CAASPP math scores

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MA Overall 3rd-5th Grade Standard Exceeded	2018/19 9.09%	9.54%
MA Overall 3rd - 5th Grade Standard Met	2018/19 24.24%	25.45%
MA Overall 3rd - 5th Grade Standard Nearly Met	2018/19 40.15%	42.16%
MA Overall 3rd - 5th Grade Standard Not Met	2018/19 26.52%	22.85%
ELA Overall 3rd-5th Grade Standard Exceeded	2018/19 25.76%	27.01%
ELA Overall 3rd - 5th Grade Standard Met	2018/19 25.76%	27.01%
ELA Overall 3rd - 5th Grade Standard Nearly Met	2018/19 27.22%	28.58%
ELA Overall 3rd - 5th Grade Standard Not Met	2018/19 21.21%	17.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide differentiated instruction within the classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,830

Source(s)

Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with classroom performance data indicating tier 3 RTI or identified disabilities.

Strategy/Activity

2. Learning Center services are available to tier 3 RTI students in addition to students with identified disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Special Education

District Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,801.44	EIA Funds
1,078.65	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Provide equal access to technology for students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and academic language development) will be provided to each classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,490.00	Lottery: Instructional Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. All teachers will use research based instructional skills to promote standards based learning in the classroom. Classroom materials and supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,479.32

Source(s)

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Staff development efforts will target instructional efficacy and content mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

10. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

11. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I
1,000	Admin
1,000	General Education

Strategy/Activity 12

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

12. Learning Center para-educators, Lifeskill para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I
	Lifeskills staffing
	District Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1st - 5th Grade Students

Strategy/Activity

13. Use of Renaissance Web Based programs Accelerated Reader and Moby Max will be used in grades 1st -5th to enhance student achievement in ELA and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LEP

1,000

Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

14. Expand available software to support remedial instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2nd - 5th Grade Students

Strategy/Activity

15. Maintain one to one electronic tablets for all 2nd-5th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,333.33

Source(s)

EIA Funds

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3rd - 5th grade students and 2nd grade students in spring

Strategy/Activity

16. Schedule interim CAASPP assessments and work with teachers to review data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

17. Supplemental instructional lessons, activities and experiences tied to common core standards with direct student lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

EIA Funds

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies implemented 2018/19 and carry forward to 2019/20.
Summary of goal progress comparing 2018 CAASPP to 2019 CAASPP

2018 OVERALL ELA Nearly Met Standard to Standard Exceeded = 79.71%
2019 OVERALL ELA Nearly Met Standard to Standard Exceeded = 78,74 %
Difference = -0.97%
Goal NOT MET.
Goal to CONTINUE 2019/20

2018 OVERALL MA Nearly Met Standard to Standard Exceeded = 77.09%
2019 OVERALL MA Nearly Met Standard to Standard Exceeded = 73.48%
Difference = -3.61%
Goal NOT MET.
Goal to CONTINUE 2019/20

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For 2018/19, more funds were spent on 1-1 devices, technology licenses and on student materials than budgeted, however, we were able to meet these expenditure and continue with the strategies outlined.

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

For 2019/20, data from 2019 assessment is provided in the annual measureable outcomes table. The goal for 2020 assessment is provided in the annual measurable outcomes table as expected outcome and will be revisited and evaluation in fall 2020 with spring 2020 CAASPP results.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELL Student Growth

LEA/LCAP Goal

WSD will improve student achievement for all students including EL, Low Income and Foster Youth (LCAP GOAL 1)

Goal 2

ELPAC testing will be used to identify students in need of English instruction to help identify needs and proper placement in the academic setting with all students making at least one increase towards fluency per year.

Identified Need

Move English Learners forward with fluency levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2018/19 student results by student (private student data that cannot be shared in this table)	2019/20 student results by student to increase towards fluency per year (private student data that cannot be shared in this table)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

1. Provide small group instruction in the classroom, with Lifeskills support in classroom and/or pull out instruction and/or in after school with targeted instruction for English Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

Title I
Lifeskills Staffing (budget noted in goal 1) and District Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

2. Learning Center services are available to at-risk students in addition to students with identified disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
District Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,801.44

Source(s)

EIA Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

4. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and stimulating fine motor development) will be provided to each classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Lottery: Instructional Materials

All budget noted in goal 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

5. All teachers will use research based instructional skills to promote standards based learning in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

6. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

7. Staff development efforts will target instructional efficacy and content mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title II Part A: Improving Teacher Quality
All budget noted in goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

8. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

9. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

10. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Admin
1,000	General Education All budget listed in goal 1

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

11. Improve achievement in the area of language enrichment with MobyMax.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Tech license specified in this goal and goal 1 as budget line item

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

12. Learning Center para-educators, Lifeskills para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I

All budget listed in goal 1 and included in this goal

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

13. Use of Renaissance Web Based programs Accelerated Reader and Moby Max in grades 1st - 5th to enhance student achievement in ELA and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LEP

1,000

Title I

All budget listed in goal 1

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

14. Expand available software to support remedial instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

None Specified

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

15. Maintain one to one electronic tablets for all 3rd-5th grade students and expand to 2nd grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.01

EIA Funds
All budget listed in goal 1

1,759.77

LEP

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies implemented 2018/19 and carry forward to 2019/20. For 2019/20, three (3) students are indicated as ready for reclassification to Fluent English.
Goal to CONTINUE

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For 2018/19, more funds were spent on 1-1 devices, technology licenses and on student materials than budgeted, however, we were able to meet these expenditure and continue with the strategies outlined.

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

CELDT phased out in 2017/18 with ELPAC in place as of 2018/19. See Student Performance Data: ELPAC Summative

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve Student Engagement and Climate Outcomes

LEA/LCAP Goal

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing and communication (LCAP goal #3)

Goal 3

Staff will use behavior interventions and educational enrichment programs to maximize student learning, advancement with social emotional well-being and motivation in all academic subjects.

Identified Need

Student connectivity to school and performance with personal best.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	2018/19 = 6	4 or less
Referrals	2018/19 = 27	20 or less

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Anti-Bully, positive behavior and resilience curriculum (Lifeskills & School Counseling) will continue to be in place in TK – 5th grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,800.00	LCFF

2,500.00

Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. A Life Skills para-ed will provide support to students with office or classroom referrals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

Title I

All budget listed in goal 1 and 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Trimester Renaissance assemblies will honor all students who have perfect attendance, have met Accelerated Reader goals, have high grades and show strong evidence of all-around effort and character with enhancement for academic and non-academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Admin

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. A counselor is available 5 days a week on site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Salaries and MTSS grant

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Classroom furniture (i.e. student desks, horseshoe tables, computer tables, seating options, chairs, white boards, visual aides, computers etc.) will be updated as needed to maintain a safe, comfortable, efficient and attractive learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Maintenance

5,000

General Education

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Playgrounds will be maintained with safe equipment to support physical development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,000

Maintenance

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Incentives to encourage reading, academic achievement and strong character will continue to be in place coordinated by grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Admin

1,000

General Education

All budget listed in goal 1

157.30

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

9. Jet Blast positive behavior recognition notes will be sent home with students and accounted for in the office.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Admin

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

10. Expanded communication booklet is provided to each parent in 2019/20 to describe Renaissance programs and associated supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Admin

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

11. Family engagement events are calendared and publicized for students and their families to come to school in the afternoons for scheduled events (i.e. game night, harvest festival, movie night, art show)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

12. New student and exiting students will receive "passports" to assist with transition to new school and closure to leaving this school, as applicable.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Admin

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

13. Multi-tiered system of support (MTSS) grant for WSD. Administration, counselors and school psychologist to attend training and implement on site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

2018/19 school counselor as a full time staff member.
2019/20 expanding counselor's program to include weekly lessons for each class (TK - 5th), along with continuation of small group for focused/specific skills. All part of Multi-Tiered System of Support (MTSS)
2019/20 expanded Kitchen Cool Cats to include a junior program for 1st - 3rd grades to grow leadership skills.
2019/20 Positive Behavior Intervention System (PBIS) component for training as a district and a team will be comprised from Lone Tree to gain training and bring it back for peer-to-peer.
Renaissance program with incentives and built-in "job" opportunities for students to continue.
Positive reinforcement with Jet Blasts to continued
Teachers to continue use of classroom apps for expedient communication with parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Communication via conversations with parents, students and staff was positive for attachment to school and overall support of counseling program and school culture with Renaissance.

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

2019/20 expanding counselor's program to include weekly lessons for each class (TK - 5th), along with continuation of small group for focused/specific skills.
2019/20 expanded Kitchen Cool Cats to include a junior program for 1st - 3rd grades to grow leadership skills.
2019/20 full time District Nurse to be shared at district school sites.
2019/20 Positive Behavior Intervention System (PBIS) component for training as a district and a team will be comprised from Lone Tree to gain training and bring it back for peer-to-peer.
Renaissance program with incentives and built-in "job" opportunities for students to continue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve instructional practice through professional development and professional learning communities.

LEA/LCAP Goal

WSD will recruit and retain high quality teachers and principals, and ensure that all school campus facilities provide a safe, and clean environment for student learning (LCAP Goal #2)

Goal 4

Staff will attend professional development and work collaboratively to further promote instructional development and become leaders within the community with peer to peer training.

Identified Need

Evolving and changing technology. Continued growth with providing lessons to involve and engage students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Staff offers input on areas of need to carry out the technology and curriculum adoption plan developed by the district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Scheduled staff development days, staff meetings and trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Communication to remain open with teachers and administration for peer-to-peer trainings/collaborative experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Stay current with updated technology programs in the district for student access, resource for teachers and to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Equip classrooms with technology tools to improve educational experiences in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,134.77	EIA Funds
2,909.77	LEP All budget listed in goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Support supplemental curriculum and instruction needed to teach standards for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,660	Lottery: Instructional Materials

1,000	General Education
3,333.33	EIA Funds All budget listed in goal #1

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Administrative team works with Technology Team to seek and bring training to our district.
 Teacher input requested/received for training needed/requested.
 Communication with textbook publishers for training.
 2018/19 teachers attended off site and district provided training
 2019/20 off site and district provided training will continue along with a PBIS training component.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Communication in conversations with teachers is positive for having needs met with materials, training and technology.

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

2019/20 Positive Behavior Intervention System (PBIS) component for training as a district and a team will be comprised from Lone Tree to gain training and bring it back for peer-to-peer.
 2019/20 Enrollment for staff to the CUE conference.
 Moby Max, Office 365 and LanSchool training for all teachers was presented August 2019.
 Other trainings will be scheduled for the year.
 Goal to continue.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$39,235.95
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$145,069.13

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$39,235.95
Title II Part A: Improving Teacher Quality	\$10,000.00

Subtotal of additional federal funds included for this school: \$49,235.95

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Admin	\$9,500.00
EIA Funds	\$31,404.32
General Education	\$9,000.00
LCFF	\$8,279.32
LEP	\$6,669.54
Lottery: Instructional Materials	\$19,980.00
Maintenance	\$11,000.00

Subtotal of state or local funds included for this school: \$95,833.18

Total of federal, state, and/or local funds for this school: \$145,069.13

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Education	37,000.00	28,000.00
Title I	39,235.95	0.00
Lottery: Instructional Materials	19,980.00	0.00
EIA Funds	31,404.32	0.00
LCFF	8,279.32	0.00
Admin	22,747.60	13,247.60
Maintenance	16,683.30	5,683.30

Expenditures by Funding Source

Funding Source	Amount
Admin	9,500.00
EIA Funds	31,404.32
General Education	9,000.00
LCFF	8,279.32
LEP	6,669.54
Lottery: Instructional Materials	19,980.00
Maintenance	11,000.00
Title I	39,235.95
Title II Part A: Improving Teacher Quality	10,000.00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	Admin	9,500.00
	EIA Funds	31,404.32
	General Education	9,000.00
	LCFF	8,279.32
	LEP	6,669.54
	Lottery: Instructional Materials	19,980.00
	Maintenance	11,000.00
	Title I	39,235.95
	Title II Part A: Improving Teacher Quality	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,012.74
Goal 2	33,061.22
Goal 3	41,957.30
Goal 4	20,037.87

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:

- 1 School Principal
- 5 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jodie Jacklett	Principal
Melissa Jensen	Classroom Teacher
Tammy Bocksberger	Classroom Teacher
Judy Finlay	Classroom Teacher
Stephanie Dorman	Classroom Teacher
Erin Huizenga	Classroom Teacher
Dolores McCray	Other School Staff
Amanda Wilcox	Parent or Community Member
Sarrah Hall	Parent or Community Member
Tracy Slaton	Parent or Community Member
Ashley Adams	Parent or Community Member
Carly Clark	Parent or Community Member
ALT - Melinda DiGiacomo	Classroom Teacher
ALT - Heather Slauzis	Classroom Teacher
ALT - Jean Pittman	Parent or Community Member
ALT - Jamie Burdette	Parent or Community Member
ALT - Jennifer Bender	Other School Staff
ALT - Katie Sprague	Other School Staff

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.

