

The Single Plan for Student Achievement

School: Glenwood Elementary School
CDS Code: 56 73759 6055941
District: Conejo Valley Unified School District
Principal: Vivian Vina-Hunt
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on 12/05/17.

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School Vision and Mission

Glenwood Elementary School's Vision and Mission Statements

Glenwood Elementary School provides an educational setting that encourages students to reach their full potential academically, socially, physically and emotionally.

- Glenwood students will experience the excitement of learning in an environment that promotes not only basic skills, but critical thinking skills, problem solving and the ability to access information.
- Glenwood students will work toward acquiring skills of communication, collaboration, critical thinking and creativity in the context of "lifelong" learning through the use of interactive technology along with individual and group projects.
- Glenwood provides a safe and orderly school climate that promotes positive self-esteem, responsibility, citizenship, and achieving one's personal best.
- Glenwood honors, recognizes, and respects the cultural diversity on campus by celebrating the uniqueness of each individual student and staff member. All keys to a stronger learning community.
- Glenwood students, staff, and parents support the school motto, "Keep Your Eyes on Excellence and Take Pride in Your School, Your Work and Your Name" in and out of the classroom.
- Glenwood students and staff will focus on five character words for the year supporting the theme "The Choice is Always Yours." Glenwood is focusing on the John Wooden Pyramid of Success Building
- Blocks to promote character education.

School Profile

Glenwood Elementary School is one of seventeen elementary schools in the Conejo Valley Unified School District. Opening its doors in 1963 the Glenwood community is rich with cultural, linguistic, and socioeconomic diversity. Glenwood's goals are reflected in our Single Plan for Student Achievement and demonstrates our quest to maintain high student performance for students in all academic areas. In addition to reading, writing, and math, students focus on communication and collaboration skills. Data is gathered and monitored throughout the year in regularly scheduled grade level meetings. The staff uses data from trimester progress reports, report cards, grade level and trimester Benchmark assessments and classroom assessments to monitor student progress and plan intervention and instruction. Glenwood's E-Block provides English Language Learners with daily instructional time for the development of English skills with district adopted curriculum. All students have a dedicated grade level time period using four credentialed academic specialists for targeted instruction in language arts and/or math. This "Target Time" allows staff to create small group targeted instruction for all students throughout the year. Target Time groups are created and reviewed four times through out the year. Glenwood hosts a free after school program with the ASES Grant with STAR Incorporated. The Glenwood star program serves over 100 students each school day providing tutorial, homework, and supplemental educational activities until 6:00 p.m. A local community church provides free weekly tutoring services for the students on its site two days a week at the church location. Glenwood is a fan favorite of senior volunteers who return year after year to support Glenwood students and staff. All staff members are an integral part of the academic and emotional growth of the students and are proud to play a role in their success.

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 district conducted an LCAP Survey that was accessible through the district and school website. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and ask teachers to assign less homework. Almost half of the students surveyed reported having been teased at school, however only about half reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and that they received help from adults when needed. Most students also felt adults treated them with kindness and respect.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students in grades 3-5 take the CAASPP in language arts and math. Students in grade 5 take the CAST in science. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), and other formative assessments. Math assessments include: end of course exams, district benchmarks, and other formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), Initial Proficiency Test (IPT) and Carousel of Ideas.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS, a student data management system, that allows staff to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

Staffing and Professional Development

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

All teachers are credentialed and are designated as highly qualified.

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

All credentialed teachers attend two days of focused professional development. All credentialed teachers attend six hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including writing, reading, English Language Development, and math. District teachers are offered ongoing professional development opportunities based on Common Core Standards and CAASPP assessments. In addition, teachers at Glenwood are provided with staff development opportunities in technology (iPads, Lenovo Think Pads), Go Math, and English Language Development strategies.

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

Schools have access to district -based TOSAs (Teachers on special assignment) in 3 focus areas: 1. English Language Development 2. Professional development. 3. Technology. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. Glenwood has two instructional coaches (one primary and one upper grade teacher), an ELD advisor and a GATE advisor, who also provide support for teachers.

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

Teacher collaboration is conducted during common planning time throughout the school week. The specialist schedule is aligned so that teachers meet on a regular basis to plan, analyze student data and to discuss best practices. In addition, a portion of staff meetings has been designated towards the planning of school wide intervention programs.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and current piloting of state-approved math materials.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning to be uninterrupted.

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

The majority of intervention takes place during Glenwood's school wide E-block program and Target Time. Glenwood employs several credentialed Title 1 teachers who provide additional support and intervention in English Language Development, reading, writing and math skills.

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

All students have access to appropriate CA approved curriculum in all content areas.

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

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum. After school intervention support is also offered to students. Students work on a variety of academic skills to assist them in meeting grade level standards. Glenwood also has Title 1 teachers who work with small groups of students throughout the day. Opportunities to utilize Moby Max and Rosetta Stone are also provided to students at school and at home.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Resources are available through the Free and Reduced Lunch program and through school based interventions/supports.

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

Parents, community representatives and school personnel are involved in a variety of ways at Glenwood in the planning, implementation and evaluation of programs. Glenwood's School Site Council meets regularly to communicate and collaborate on allocation of resources, goals for the schools and to implement action steps. Glenwood also has a PTA that assists in a variety of educational programs as well as an English Learner Advisory Committee (ELAC). Staff meetings are held twice a month for all teachers and the leadership team, comprised of teacher representatives from each grade level, meets once a month.

Funding

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

See budget pages as part of SPSA.

18. Fiscal support (EPC)

See budget pages as part of SPSA.

Description of Barriers and Related School Goals

Barriers to fully implementing strategies related to Glenwood's school goals:

- Funding for additional staff development training for technology is limited. Additional needs for tech support on site due to increased technology through Measure I.
- Limited community resources to help some socio-economically disadvantaged families along with some families unable to access these resources.
- Limited access to school based counseling and psychologist time (beyond special education needs).
- Limited ELL paraprofessional time in proportion to the percentage of the ELL population.
- Limited parent involvement in PTA or school district committees.
- Combination classes.
- Language barriers between staff and parents both verbal and written.
- Students have limited access to computers in the home.
- Parent volunteer involvement is limited.
- Specialized special education classes for the district located on Glenwood campus impacting administration time with general education.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	58	47	57	55	47	57	54	46	95.0	94.8	100
Grade 4	56	59	54	55	57	50	54	56	50	98.2	96.6	92.6
Grade 5	61	56	61	61	56	61	59	56	61	100.0	100	100
All Grades	177	173	162	173	168	158	170	166	157	97.7	97.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2386.4	2394.6	2380.5	9	9	2.17	18	20	19.57	28	37	32.61	46	33	45.65
Grade 4	2454.9	2441.6	2427.6	13	14	18.00	25	23	16.00	31	25	18.00	29	38	48.00
Grade 5	2473.9	2515.0	2468.0	10	29	9.84	21	30	32.79	33	16	14.75	33	25	42.62
All Grades	N/A	N/A	N/A	10	17	10.19	21	25	23.57	31	26	21.02	36	32	45.22

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	14	6	4.35	33	52	36.96	53	43	58.70	
Grade 4	11	16	12.00	56	39	46.00	33	45	42.00	
Grade 5	8	14	18.03	42	54	37.70	49	32	44.26	
All Grades	11	12	12.10	44	48	40.13	45	40	47.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	6	2.22	58	63	60.00	32	31	37.78
Grade 4	15	11	20.00	56	57	36.00	30	32	44.00
Grade 5	20	41	21.31	49	39	42.62	31	20	36.07
All Grades	15	19	15.38	54	53	45.51	31	28	39.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	11	8.70	72	61	69.57	25	28	21.74
Grade 4	17	11	6.00	70	64	60.00	13	25	34.00
Grade 5	7	18	8.20	68	57	63.93	25	25	27.87
All Grades	9	13	7.64	70	61	64.33	21	26	28.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	20	8.70	51	44	52.17	42	35	39.13
Grade 4	13	16	18.00	70	59	46.00	17	25	36.00
Grade 5	19	55	24.59	66	32	42.62	15	13	32.79
All Grades	13	31	17.83	62	45	46.50	25	24	35.67

Conclusions based on this data:

1. A continued focus needs to be placed on demonstrating understanding of literacy and non-fictional texts when reading along with producing clear and purposeful writing.
2. Student percentages in all three grade levels dropped in the percentage of students exceeding and meeting standards.
3. In analyzing the scores of SED and EL subgroups, Glenwood students performed higher on average in comparison to other CVUSD elementary schools.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	58	47	57	55	46	57	55	46	95.0	94.8	97.9
Grade 4	56	59	54	55	57	51	54	56	51	98.2	96.6	94.4
Grade 5	61	56	61	59	56	61	59	56	61	96.7	100	100
All Grades	177	173	162	171	168	158	170	167	158	96.6	97.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2405.9	2400.3	2398.2	7	4	0.00	23	22	26.09	32	40	34.78	39	35	39.13
Grade 4	2467.6	2454.9	2450.2	5	9	5.88	36	21	25.49	40	45	45.10	16	25	23.53
Grade 5	2448.6	2485.3	2491.8	10	9	11.48	7	20	16.39	32	41	32.79	51	30	39.34
All Grades	N/A	N/A	N/A	8	7	6.33	22	21	22.15	35	42	37.34	36	30	34.18

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	18	9	10.87	33	49	45.65	49	42	43.48	
Grade 4	24	14	13.73	48	46	47.06	28	39	39.22	
Grade 5	8	5	18.03	31	41	40.98	61	54	40.98	
All Grades	16	10	14.56	37	46	44.30	46	45	41.14	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	7	8.70	51	53	52.17	35	40	39.13
Grade 4	15	7	11.76	54	64	45.10	31	29	43.14
Grade 5	8	11	11.48	31	57	45.90	61	32	42.62
All Grades	12	8	10.76	45	58	47.47	43	34	41.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	5	4.35	54	80	65.22	33	15	30.43
Grade 4	11	13	15.69	48	54	43.14	41	34	41.18
Grade 5	8	14	8.20	44	48	52.46	47	38	39.34
All Grades	11	11	9.49	49	60	53.16	41	29	37.34

Conclusions based on this data:

1. Students are struggling with the reading comprehension components of the new curriculum.
2. The combined percentage of students who exceeded or met standards increased or remained close to the same as the prior years.
3. All grade levels increased their percentage of students meeting above standards in the are of Problem Solving and Modeling/Data Analysis

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				8	8		46	50	100	38	25		8	17	
1	14	8	26	27	50	35	54	37	24	5	4	15		2	
2	2	3	4	24	29	38	33	47	40	39	18	18	2	3	
3		7		13	16	18	44	47	50	31	22	15	11	9	18
4	13	3	11	41	37	25	38	43	42	6	6	19	3	11	3
5	6	24	13	51	44	31	34	28	41	6	4	6	3		9
Total	6	7	10	28	33	29	41	42	41	21	12	15	4	6	5

Conclusions based on this data:

1. Implementation of Rosetta Stone is needed to provide support for English Language Learners who scored in beginning and early intermediate ranges.
2. There needs to be a focus on students who remain in EL level 3 for more than one year. Additional resources will be used to help support students who are making limited progress. Several students who are not making progress are receiving services through special education or were assessed for special education but did not qualify.
3. Continued implementation of school wide E-Block program and Target Time intervention is needed to ensure ELD instruction is taking place with fidelity.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				9	10	3	40	36	43	39	38	23	13	16	33
1	14	7	26	27	50	35	54	35	24	5	4	15		4	
2	2	2	6	22	27	37	31	44	39	41	20	18	4	7	
3		7		13	17	18	46	46	50	30	22	15	11	9	18
4	13	3	11	41	37	25	38	43	42	6	6	19	3	11	3
5	6	24	11	50	44	31	33	28	37	6	4	6	6		14
Total	4	6	9	24	30	25	40	39	39	25	17	16	7	8	11

Conclusions based on this data:

1. Implementation of Rosetta Stone is needed to provide support for English Language Learners who scored in beginning and early intermediate ranges.
2. There needs to be a focus on upper grade students who remain in EL level 3 for more than one year.
3. Continued implementation of school wide E-Block program and Target Time intervention is needed to ensure ELD instruction is taking place with fidelity.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts

LEA/LCAP GOAL:

Goal 1 - Enhance the Culture and Conditions That Optimize Learning For All Students

Goal 2 – Maximize Student Achievement Through Highly Effective Instruction That Includes Opportunities for Academic Acceleration and Intervention

Goal 3 - Engage Students through Quality Student Activities

SCHOOL GOAL #1:

Kindergarten: Eighty percent of kindergarten students will master at 80% on Reading Results assessments; consonant and long and short vowel sounds. In addition, students will be able to recognize and write lowercase and capital letters of the alphabet, blend cvc words and know high frequency words at 80% mastery.

1st Grade: Eighty percent of first grade students will master at 80% (4/5) comprehension passages from Reading Results. In addition 80% of students will read with 95% accuracy selected passages with 60 correct words per minute. Eighty percent of the students will be able to fluently read 100/100 High Frequency Words.

2nd Grade: Eighty percent of second grade students will score the following on the Trimester 3 passage: accuracy at 95%, comprehension at 80%, and fluency at 90 words per minute.

3rd Grade: Thirty percent of third grade students will score at or above standard on the English Language Arts portion of the SMARTER Balanced CAASPP assessment. In addition, the 3rd grade students will score at or above standard on the claims break down percentages as follows: Reading - 50%, Writing - 65%, Listening - 80% and Research/Inquiry - 60%.

4th Grade: Thirty-Five percent of fourth grade students will score at or above standard on the English Language Arts portion of the SMARTER Balanced CAASPP assessment. In addition, the 4th grade students will score at or above standard on the claims break down percentages as follows:

All Students Reading - 43.3%, Writing - 64.4%, Listening -80.3% and Research/Inquiry - 62.9%.

Hispanic Students Reading - 42.5%, Writing -61.5%, Listening - 80.5% and Research/Inquiry - 61.6%.

EL Students Reading - 34.3%, Writing - 57.9%, Listening - 75.5% and Research/Inquiry - 63.8%.

SED Students Reading - 38.4%, Writing - 65.6%, Listening - 83.9% and Research/Inquiry - 59.6%.

5th Grade: Forty-two percent of fifth grade students will score at or above standard on the English Language Arts portion of the SMARTER Balanced CAASPP assessment. In addition, the 5th grade students will score at or above standard on the claims break down percentages as follows: Reading - 57%, Writing - 73%, Listening - 77% and Research/Inquiry - 56%.

SUBJECT: English Language Arts

Data Used to Form this Goal:

- District Benchmark Assessments
- Grade level unit assessments
- Reading Results Data
- Target Time Feedback data tracking cards
- CELDT results
- E-Block progress reviews
- 3rd - 5th CAASPP results

Findings from the Analysis of this Data:

Glenwood students come to school with a wide range of English Language abilities. Spanish language represents the majority of the home language for the EL students. Targeted instruction is an essential component to address individual student needs in smaller group settings remains a priority.. Individual students in 4th - 5th grade struggled the most in the area of writing on the state test. The 3rd grade students found that reading was their area of difficulty. Glenwood takes under consideration the difficulty for the EL students to compose thoughts on the computer vs writing directly on paper and pencil. Teachers will continue targeting academic and technology skills to support students across the curriculum but with specific focus on Language Arts at all grade levels. Students in the 3rd grade will have more hands on computer time with similar formats of the SBAC testing. Students in the lower primary grades continue to make progress but the variety of language levels in the classroom makes the task difficult.

How the School will Evaluate the Progress of this Goal:

- Curriculum Unit Assessments
- Grade level unit assessments
- Reading Results
- District Benchmark Assessments
- Intervention Data - Four sessions approximately 6 weeks each
- Report Card Marks
- CAASPP data analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students for ELL instruction during E-Block time and for small group instruction during grade level Target Time. 2017 CELDT results along with data from Carousel from the previous year will be used to establish initial groups for E-Block instruction at the start of	Initial identification in September 2016.	Teachers, Academic Specialists, Principal, and EL para professionals	Academic Specialist positions	1000-1999: Certificated Personnel Salaries	Title I	22,800
	On-going assessments and program adjustments will be made throughout 2017-2018.		Substitutes for data meetings	1000-1999: Certificated Personnel Salaries	Title I	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the school year.</p> <p>Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year.</p> <p>Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings throughout the year.</p> <p>Target Time tracking cards will be used to reflect progress on each individual student for each Target Time session.</p>						
<p>Instructional coaches, staff and district support staff will support staff on the following:</p> <p>Achieve 3000</p> <p>Computer Skills Applications</p> <p>Rosetta Stone</p> <p>Supplemental intervention materials</p> <p>Staff Development as needed</p>	On Going	Instructional Coaches, Teachers and Principal	<p>Print shop materials</p> <p>Intervention Support materials</p> <p>Staff development material costs</p> <p>Stipends for staff development prep</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>1,500</p> <p>2,900</p> <p>2,000</p> <p>8,200</p>
<p>Technology to support staff and student collaboration throughout the campus.</p> <p>Hardware and software to support</p>	January 2018 - June 2018	Principal, Teachers, and Specialists	<p>Hardware</p> <p>Software</p>	<p>6000-6999: Capital Outlay</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>10,200</p> <p>3,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Language Arts instruction Classroom, Intervention and Enrichment focus</p> <p>Rosetta Stone, various apps</p> <p>Computer lab open prior to school for student practice for Rosetta Stone</p> <p>Staff development to support student devices and software (specifically iPad and Think Pads)</p>			<p>Specialist</p> <p>Staff development stipends</p> <p>Staff development materials for tech technology support</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>OTRM</p> <p>Title I</p> <p>Title I</p> <p>OCBG</p> <p>Title I</p>	<p>1,000</p> <p>750</p> <p>500</p> <p>311</p> <p>2,000</p>
<p>Provide fine arts/music specialist to promote oral language proficiency and public speaking skills.</p> <p>Meet with students at all grade levels.</p> <p>Teach chanting, rhyme, rhythm, cadence and patterning. Teach public speaking skills and oral presentation skills as well as listening skills cultural and American Holiday instruction. Supporting students with their story presentations through music at grade levels.</p>	One day a week per class	Music Specialist	Instruction	1000-1999: Certificated Personnel Salaries	Title I	14,200
<p>Provide Enrichment and Intervention Opportunities to support Language Arts</p> <p>Field Trips</p> <p>After school Intervention and/or enrichment classes</p>	On going	Principal and Teachers	<p>Monetary support for field trips</p> <p>Certificated Staff</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p>	<p>2,000</p> <p>8,600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
United Methodist Church "Study Buddy" after school tutoring ASES-STAR	November 2017 - May 2018 August 2017 - June 2018	Staff Supervision and planning support of tutoring STAR staff	Certificated costs No cost to school - grant funded	1000-1999: Certificated Personnel Salaries	Title I	1,700
Supporting the arts through literature and language	September 2017 - May 2018	Teachers	Instruction	4000-4999: Books And Supplies	Title I	1,000
Classroom materials needed to support students for flexible seating, promoting classroom collaboration	September 2017 - May 2018	Supplies, Furniture,	Supplies, Furniture	6000-6999: Capital Outlay	Title I	4,300
Hiring an additional credential teacher to reduce the teacher:student ratio in grades 4-5 to support small group instruction, differentiation, targeted individual and group goals.	August 2017 to June 2018	Certificated Teacher	Instruction	1000-1999: Certificated Personnel Salaries	Title I	45,000
Materials to support classroom instruction Paper, ink cartridges, workbooks, student organizational tools specifically colored cartridges to support highlighting information for EL students Support in helping teachers prepare classroom materials	August 2017 to June 2018	Instructional materials	Instructional materials Support personnel Instructional materials	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I OCBG OCBG	4,000 9,000 9,914
Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their language arts standards. Specifically focusing on following directions, collaboration and problem solving.	October 2017 to May 201	Specialists	Specialist Specialist	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	TPGR OTRM	5,600 6,929

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math

LEA/LCAP GOAL:

Goal 1 - Enhance the Culture and Conditions That Optimize Learning For All Students

Goal 2 – Maximize Student Achievement Through Highly Effective Instruction That Includes Opportunities for Academic Acceleration and Intervention

Goal 3 - Engage Students through Quality Student Activities

SCHOOL GOAL #2:

Kindergarten: Eighty percent of kindergarten students will master at 90% counting number 1-100. In addition students will be able to read equations and solve problems using manipulates with sums to 10.

1st Grade: Eighty percent of first grade students will master at 80% adding and subtracting single digit numbers fluently. In addition students will be able to accurately solve addition and subtraction word problems and provide reasoning.

2nd Grade: Eighty percent of second grade students will master number sense to 1000. Eighty percent of second grade students will master fluency of addition and subtraction facts to 20. Eighty percent of second grade students will master two digit addition and subtraction. Mastery is at 80% as assessed by Trimester 3 benchmarks.

3rd Grade – Thirty percent of third grade students will score at or above standard on the math portion of the SMARTER Balanced CAASPP assessment. In addition, the 3rd grade students will score at or above standard on the claims break down percentages as follows: Concepts & Procedures - 60%, Problem Solving and Modeling & Data Analysis - 63% and Communicate Reasoning - 72%.

4th Grade - Thirty percent of fourth grade students will score at or above standard on the math portion of the SMARTER Balanced CAASPP assessment. In addition, the 4th grade students will score at or above standard on the claims break down percentages as follows:

All Students - Concepts & Procedures - 58.6%, Problem Solving and Modeling & Data Analysis - 62.9% and Communicate Reasoning - 71.5%.

Hispanic Students - Concepts & Procedures - 50.7%, Problem Solving and Modeling & Data Analysis -61.5% and Communicate Reasoning - 68.7%.

EL Students - Concepts & Procedures - 55%, Problem Solving and Modeling & Data Analysis - 57.9% and Communicate Reasoning - 66.7%.

SED Students - Concepts & Procedures - 60.8%, Problem Solving and Modeling & Data Analysis - 60.8% and Communicate Reasoning - 60.8%.

5th Grade – Thirty-five percent of fifth grade students will score at or above standard on the math portion of the SMARTER Balanced CAASPP assessment. In addition, the 5th grade students will increase the claims break down percentages from their 4th grade scores as follows: Concepts & Procedures - 62%, Problem Solving and Modeling & Data Analysis - 65% and Communicate Reasoning -62%.

SUBJECT: Math
Data Used to Form this Goal:
<ul style="list-style-type: none"> • District Benchmark Assessments • Formal and informal observations/assessments • 3rd - 5th grade CAASSP results • Unit Assessments • Target Time Feedback data tracking cards
Findings from the Analysis of this Data:
Evaluation of results of CAASSP indicate improvement in some claims areas but overall students did not perform to expectations and targeted areas of math skills are still needed. Students experienced difficulty with the transition to the new Go Math curriculum. Glenwood EL students experienced difficulty with the language component and written expression requirements of the Go Math curriculum.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • District Assessments/Smarter Balanced Assessment • Intervention Team Data - Four session approximately 6 weeks each • District Trimester Benchmark Assessments • Go Math Unit Assessments • Moby Max Data • CAASSP data analysis • Report Card Data- trimesters

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use initial diagnostic assessments to determine Target Time groups at the start of the school year. Teachers will use feedback from Academic Specialists, additional assessments, collaboration with grade level colleagues to adjust groupings at data meetings throughout the year.	On-going assessments and program adjustments will be made throughout 2017-2018.	Principal, Teachers, and Specialists	Instruction	1000-1999: Certificated Personnel Salaries	Title I	22,000
			Substitutes for data meetings	1000-1999: Certificated Personnel Salaries	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional coaches, staff and district support staff will support staff on the following: Achieve 3000 Computer Skills Applications Rosetta Stone Supplemental Intervention Staff Development as needed	On going	Instructional Coaches, Teachers, and Principal	Print shop Intervention support materials Staff development materials cost Stipends for staff development prep	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I Title I Title I	325 2,500 1,700 8,200
Technology to support staff and student collaboration throughout the campus. Software and hardware to support math instruction, intervention, and enrichment. Staff development to support student devices and software (specifically iPads and Think Pads	September 2016 - May 2017	Principal, Teachers, and Specialists	Hardware Software Specialist Staff development stipends Staff development materials for tech	6000-6999: Capital Outlay 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I Title I Title I	3,100 3,200 2,000 1,000 500
Provide Enrichment and Intervention Opportunities to support math <ul style="list-style-type: none"> Field Trips After school Intervention and/or enrichment classes 	On going	Teachers and Principal	Monetary support for field trips Certificated staff for enrichment classes	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	1,625 8,300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
United Methodist Church "Study Buddy" after school tutoring ASES-STAR	November 2017 - May 2018 August 2017 - June 2018	Staff Supervision and planning support of tutoring STAR staff	Certificated costs No cost to school - grant funded	1000-1999: Certificated Personnel Salaries	Title I	1,700
Classroom materials needed to support students	September 2016 - June 2107	Supplies & Furniture	Supplies & Furniture	6000-6999: Capital Outlay	OPGR Title I	2,440 3,500
Hiring an additional credential teacher to reduce the teacher:student ration in grades 4 & 5 to support small group instruction, differentiation, targeted individual and group goals.	August 2017 - June 2018	Certificated Teacher	Instruction	1000-1999: Certificated Personnel Salaries	Title I	45,000
Supplies to support instruction Paper, ink cartridges, workbooks	August 2016 to June 2017	Instructional materials	Instructional materials	4000-4999: Books And Supplies	Title I	12,000
Specialist to provide teacher release time to collaborate and assess data and develop lessons to support students with their math standards. Specifically focusing on problem solving patterns and strategies,	October 2017 to May 2018	Specialist	Specialists	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	TPGR OTRM 003R	5,600 6,926 7,500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Learners
LEA/LCAP GOAL:
Goal 1 - Enhance the Culture and Conditions That Optimize Learning For All Students Goal 2 – Maximize Student Achievement Through High Effective Instruction That Includes Opportunities for Academic Acceleration and Intervention
SCHOOL GOAL #3:
Students in 2nd through 5th Grade will maintain or increase their two strongest areas on the ELPAC in the Spring. Designated English Language Learner Blocks will be designated to support students in their development of their English Language acquisition. Academic Specialists will support students by grade levels during Target Time which provides targeted instruction in the areas of ELA and math through four designated sessions throughout the year. Parents will be provided opportunities to support their students in their development by offering classes for Learning English and parenting support classes. Parents will be offered child care and curriculum materials to support their participation in these programs. Translations will be provided for parents during Back to School Night, Open House, PTA, Title 1 and ELAC parent meetings, parents conferences and school events. Rosetta Stone support will be provided before school for students desiring additional time on the program.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Benchmark Assessments• 2017 CELDT test data• E-Block assessments• Formal and Informal classroom observations/assessment• Rosetta Stone data• Target Time Feedback data• LAT meeting feedback

SUBJECT: English Language Learners**Findings from the Analysis of this Data:**

Glenwood students are making progress in the development of the English Language Arts skills but continue to struggle with various components of the English language impacting academic progress. Continued focus is needed to support all sub categories of the state assessments as students continue to work on their language acquisition. Students continue to need opportunities to support their academic language progress in multiple curriculum areas. Glenwood EL students are experiencing difficulties with the new Go Math curriculum due to the increase of the written language in the curriculum.

How the School will Evaluate the Progress of this Goal:

District Adopted Assessments - at the trimester
 CELDT, ELPAC, IPT and LAT meeting information
 Carousel unit Assessments reports
 E-Block groupings
 CAASSP data analysis for English language arts and math for the EL learners
 IPT
 Attendance at parent level meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Assess all English Language Learners using CELDT assessment for reclassification purposes.</p> <p>Analyze data from 2017 Carousel unit assessments to determine groupings for E-Block instruction.</p>	On-going	Principal, ELD facilitators, bilingual paras, classroom teachers	Academic Specialists	1000-1999: Certificated Personnel Salaries	Title I	14,601
Implementation of Rosetta Stone for EL students specifically those students scoring Levels 1 & 2 on the 2016 CEDLT during the day and before school hours	On-going	Teachers, Computer Specialist	Computer specialist	2000-2999: Classified Personnel Salaries	Title I	800
Student and parent community support	Start date to end date of school	Outreach support	<p>Outreach specialist</p> <p>Adult instructor</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>0860</p> <p>Title I</p>	<p>13,200</p> <p>3,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent classes to support students academically and socially in school and in the home	November 2017 - May 2018	Adult English instructor Parenting Instructor Child Care Supervisor	Child Care	2000-2999: Classified Personnel Salaries	Title I	1,500
					0860	1,926
Translation Services for all communication written and verbal and parent meetings.	On-going	Support personnel	Translation services	2000-2999: Classified Personnel Salaries	Title I	2,500
Provide substitutes to release teachers to attend data team meetings (LAT)	On-going	Substitutes	Substitutes for teacher release	1000-1999: Certificated Personnel Salaries	Title I	1,000
Staff Development to support EL instruction	Jan 2018 - May 2018 staff development for Achieve 3000	Teachers, District Personnel, Outside trainers	Teacher stipends	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Staff Development	1000-1999: Certificated Personnel Salaries	Title I	1,000

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT:
LEA/LCAP GOAL:
Goal 1 - Enhance the Culture and Conditions That Optimize Learning For All Students Goal 3 - Engage Students through Quality Student Activities
SCHOOL GOAL #4:
Development of the "Spotlight on OUR World" Global Studies Focus
Data Used to Form this Goal:
Staff development during the Spring of 2017 and during the 2017-2018 school year
Findings from the Analysis of this Data:
Teaching staff at Glenwood voted to develop "Spotlight on Our World" (Global Studies Focus)
How the School will Evaluate the Progress of this Goal:
Implementation timeline for the program review Curriculum development of focus areas by continents and language component development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development for program focus areas	September 2017 - June 2018	Teachers and Principal	Staff Development	1000-1999: Certificated Personnel Salaries	Title I	4,300
Curriculum materials to support focus areas			Curriculum materials	4000-4999: Books And Supplies	Title I	4,000
Supplies for promotion of "Spotlight" program			Promotion materials	5000-5999: Services And Other Operating Expenditures	Title I	3,000
Development of Foreign Language exploration component of the "Spotlight" program			Language program	1000-1999: Certificated Personnel Salaries	Title I	2,000

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
Support students in their Language Arts acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	7/1/2017 to 7/1/2018	Principal	Salary and Benefits		0860	12,579.90
Support Staff	7/1/2017 to 7/1/2018	Principal /District	Salary and Benefits		0860	98,281.30
Professional Development	7/1/2017 to 7/1/2018	Principal/District	Cost for speakers, supplies, teacher release, etc.		0860	7,145.90

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subjects
SCHOOL GOAL #2:
Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless and Special Education students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	7/1/2017 to 7/1/2018	Principal	Salary and Benefits		0860	32,788.73
Classified Staff	7/1/2017 to 7/1/2018	Principal/District	Salary and Benefeffits		0860	8,743.66
Instructional Materials & Supplies	7/1/2017 to 7/1/2018	Principal/Teachers	Additional instructional materials and supplies		0860	21,916.53

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7,500.00	0.00
0860	15,126.00	0.00
OPGR	2,440.00	0.00
OTRM	14,855.00	0.00
Title I	293,001.00	0.00
TPGR	11,200.00	0.00
OCBG	19,225.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	15,126.00
OPGR	2,440.00
OTRM	14,855.00
OCBG	19,225.00
Title I	293,001.00
TPGR	11,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,926.00
1000-1999: Certificated Personnel Salaries	213,851.00
2000-2999: Classified Personnel Salaries	62,555.00
4000-4999: Books And Supplies	48,025.00
5000-5999: Services And Other Operating Expenditures	11,450.00
6000-6999: Capital Outlay	20,040.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	003R	7,500.00
	0860	1,926.00
2000-2999: Classified Personnel Salaries	0860	13,200.00
6000-6999: Capital Outlay	OPGR	2,440.00
2000-2999: Classified Personnel Salaries	OTRM	14,855.00
2000-2999: Classified Personnel Salaries	OCBG	9,000.00
4000-4999: Books And Supplies	OCBG	10,225.00
	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	213,851.00
2000-2999: Classified Personnel Salaries	Title I	6,800.00
4000-4999: Books And Supplies	Title I	37,800.00
5000-5999: Services And Other Operating	Title I	11,450.00
6000-6999: Capital Outlay	Title I	17,600.00
2000-2999: Classified Personnel Salaries	TPGR	11,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,404.00
Goal 2	140,116.00
Goal 3	40,527.00
Goal 4	13,300.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vivian Vina	X				
Alice Cole		X			
Jamie Ayers		X			
Denise Brown (alternate)		X			
Muriel Miller					
Leslie Manu				X	
Isabel Alamillo				X	
Elsa Ontiveros			X		
Rocio Garcia				X	
Jill Henninger				X	
Carmen Escalante				X	
Numbers of members of each	1	3	1	5	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Leadership / Instructional Coaches

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 13, 2016.

Attested:

Vivian Vina-Hunt

Typed Name of School Principal

Signature of School Principal

Date

Alice Cole

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date