

The Single Plan for Student Achievement

Del Sur Senior Elementary

School Name

19-65102-6023568

CDS Code

Date of this revision: December 18, 2017

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:

Contact Person: Jessica Kott
Position: Principal Elementary/ Principal Middle School
Telephone Number: 661-942-0488
Address: 9023 W Avenue H
Lancaster, CA 93536
E-mail Address: j.kott@westside.k12.ca.us

Westside Union Elementary School District

School District

Superintendent: Regina Rossall
Telephone Number: (661) 722-0716
Address: 41914 50th Street West
Quartz Hill, CA 93536
E-mail Address: r.rossall@westside.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

School Vision and Mission

Del Sur School's Vision Statement

We are...

Determined
Relationship builders
AVID in and across all grade levels
Goal setters
Organized
Nurturers
Student focused

Mission Statement

Del Sur School is a dynamic learning community committed to preparing students socially and academically, to be college and career ready. "Pointing the Way & Providing the Path."

III. School Profile

Del Sur School is located in the northwest portion of the Antelope Valley at the intersection of 90th Street West and Avenue H. Our enrollment as of September 12, 2017 consisted of approximately 837 students in grades K-8. This school is operated as both an elementary and middle school. Mrs. Kott is principal, Mr. Cusack as Vice Principal. We have 36 classroom teachers.

While the student ethnic profile at Del Sur includes representation from a broad spectrum of races, 43.45% students are Caucasian. 41.37% of our students are Hispanic, 11.36% are African American, American Indian 1.16%, Native Hawaiian .81%

The school includes 31 permanent classrooms, 9 re-locatable classrooms, 1 gymnasium, 1 shower/changing facility, cafeteria, library, playground equipment on both sand and concrete areas with a separate Kindergarten play area, grass play areas, athletic field and picnic tables.

Description of Base Program

Del Sur provides students with STEM Wednesdays, Project Lead the Way curriculum, Common Core Curriculum and AVID teaching strategies. We provide after-school tutoring and students with interventions including: FastForWord, Front Row Math and Easy CBM assessments. Our students also have access to the Accelerated Reading Program.

The district provides the following:

1. One teacher for every 30 students (K-3rd) and one teacher for about every 32 students (4th-5th) and one teacher for about every 33 students (6th-8th).
2. Text books are as follows:
Language Arts Houghton/Mifflin; K-5, Study Sync 6-8
Math McGraw-Hill "My Math" (K-5) Houghton/Mifflin/ Harcourt "Go Math" Grades (6-8)
Science STEMScopes
Social Studies K-5 Houghton/Mifflin/Harcourt Brace and 6-8 McDougal Littell
Music Silver Burdett
3. The Instructional day lasts from 7:45 am – 1:55 pm Kindergarten–6th grades and 7:45 am-2:00 pm for 7th – 8th grades.
4. Playground supervisors and/or instructional aides are assigned to cover morning arrival of students and all morning recesses and lunch times.
5. A library program is supervised by a credentialed curriculum resource teacher. This school's library is open during school hours and is staffed by two district paid library clerks.
6. The Kindergarten through 6th grade classes visit the library for 30 minutes each week. Middle school students can visit the library at break time and designated class times.
7. The Educational Services Facility (ESF), located next to Quartz Hill Elementary School, is open 40 hours per week. Teachers, aides and parents can use the facility to make instructional materials. They may also request that supplementary media be sent to them for use with students.
8. The district offers an instrumental music program for grades 5-8.
9. Classified staff assigned to the school include: secretary, school clerk, general clerk, library clerks, instructional assistants I and instructional assistants II, and custodians.
10. The equipment budget is centralized at the district office. As needs are determined, requests for new or replacement equipment are made.
11. The cafeteria program operates from a centralized kitchen.
12. Maintenance and grounds are centralized at the district level; assignments are made to schools as the needs arise.

13. The district participates in a joint powers agreement for transportation of students.
14. The district sponsors professional development opportunities each year for all certificated and most classified staff.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

We utilize our CAASPP results for grades 3-8 to help drive our instruction. We also administer the Easy CBM- Curriculum Based Measurement for grades 1-8 on a quarterly basis. Our Kindergarten students are assessed using ESGI on a quarterly basis. We also use the assessment components through our FastFor Word Program and Reading Assistant.

B. Analysis of Current Instructional Program (See Appendix B)

Strengths of instructional program include:

School-wide AVID Program

We offer tutoring interventions for our students in need of Language Arts and Math support for grades 1-8.

We offer a Big Brother and Big Sister Club for our Foster Youth at Del Sur.

Our site offers support for parents/guardians of Foster Youth.

Our site utilizes technology in the classroom including the use of Google Classroom/Docs.

Del Sur leads multiple sessions of Latino Literacy Groups for our English Language Learners.

Future Plans:

Increase enrichment for GATE Students

Create a Model United Nations Course, which will compete

Compete as a 7th and 8th Grade Robotics Team

Decrease student absences

We are going to be focusing on the Nearly Met groups for Math and ELA as reported on the CAASPP results.

V. Description of Barriers and Related School Goals

Del Sur provides the following interventions to help academic growth across subgroups:

After school tutoring for grades 1st-8th grades- we are focusing on CAASPP Nearly Met and Not Met Students

Academic Recovery Saturday School for Middle School Students

Middle School Intervention Homeroom- daily

ELL are supported by 1 am and 1 pm ELL aides

Latino Literacy Sessions

AVID Strategies implemented school-wide in and across all grade levels

FastForWord Reading Interventions

Easy CBM program implemented in grades 1-8.

Accelerated Reading implemented in various grade levels

Big Brother and Big Sister Club for Foster Youth

Foster Parent Support

Robotics Club

Model United Nations

VI. Planned Improvements in Student Performance

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 academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

| | | | | | |
|--|--|--|------------------------------|-----------------------|-----------------------|
| SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # _1_ for Improving Student Achievement: 3% of Del Sur Students at each performance level will move to a higher performance level in ELA or retain their met standards or exceeds standards scores. As measured by the SBAC, Easy CBM and District Benchmarks. This will be achieved by: a) monitoring the core instructional program and use of curriculum maps b) adhering to instructional time in reading, language arts, and math c) providing staff development in core curriculum d) target unduplicated students e) increasing number of AVID sections, number of participants, and strategies. f) teacher created assessments | | | | | |
| Student groups and grade levels to participate in this goal: All Del Sur students with an emphasis on ELL, Foster, low-socio economic groups, Homeless | | What data did you use to develop this goal.? 3% of Del Sur Students at each performance level will move to a higher performance level in Math and LA | | | |
| What were the findings from the analysis of this data? Performance on district benchmarks SBAC Assessments, CELDT, PSAT Scores, Easy CBM, report cards, teacher observations | | How will the school evaluate progress made toward achieving this goal? PSAT, State testing, Easy CBM, ESGI, CELDT | | | |
| SCHOOL GOAL #1 | | | | | |
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |

| SCHOOL GOAL #1 | | | | |
|---|--|--|-----------------------------------|---|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 1.1 Alignment of instruction with CCSS.: 1.1a Implement and refine CCSS plans. 1.1b Analyze benchmarks, FFW, Easy CBM, Performance Task, Note-Taking, lesson objectives and essential questions to determine growth and to focus instruction. 1.1c Grade level articulation to align system and organization 1.1d Continue to post CCSS standards and objectives and essential questions 1.1e Continue to integrate CCSS standards throughout the curriculum. 1.1f Continue to implement PLTW. 1.1g Implement academic counseling program in grades 7 and 8 and at risk students in elementary. 1.1h Monitor SPED classes for alignment with grade level appropriate CCSS standards. 1.1i Provide supplies for implementation of district adopted CCSS curriculum, PLTC, Math Solutions, AVID, STEM, WICOR, PLTW. 1.1j Provide :90 minute monthly meetings to discuss curriculum, common assessments data and review SBAC scores as well as instruction LCAP Goal 1.9, | Principal/Staff On –going 1.1a-1.1i | 1.1a-1.1e No Anticipated Costs 1.1f Duplication of materials 1.1g PLTW 1.1h No Anticipated Cost 1.1i material/supplies | 1.1a-1.1j NC | 1.1a-1.1j N/A |
| 1.2 Incorporate scientifically based research based strategies that strengthen the CCSS academic program. 1.2a Regular analysis of student work to ensure progress towards mastery of CCSS standards, Easy CBM, PLTW Training, AVID, FFW, Interact Club. Purchase materials to support CCSS, AVID, PLTW Training. 1.2b Sub days for grade level grade K-8, LA and Math and AVID strategies planning dates | 1.2a Principal/Staff On going 1.2b by 2nd semester | 1.2a Purchase materials to support CC, AVID, PLTW training 1.2b Provide subs for grades K-6 grade teams | 1.2a NC 1.2b \$3,520 | 1.2a N/A 1.2b Title 1 |
| 1.3 Identify actions that have the greatest likelihood of improving student achievement in meeting CCSS standards. 1.3a Academic home rooms in middle school that focus on AVID Strategies. 1.3b Continue to implement "Thinking Maps" and Westside Writings and AVID. 1.3c Ongoing Academic Incentives such as awards, merits and attendance 1.3d Expand Professional Development, AVID, PLTW, Math Talks and TESS. 1.3e Expand Library Material and selections for Middle School students, grades K-8th (and Accelerated Reader Support) 1.3f Professional Development for ELA, AVID, WICOR strategies and Math 1.3g Professional Development, Technology as well as smart board, Google, CCSS courses, Implement Professional Development. | 1.3a-b Principal/Staff On going 1.3c -1.3e Library/teachers/ Principal 1.3f On going 1.3g Ongoing | 1.3a -b No Anticipated Cost 1.3c Books/Materials/ Incentives 1.3d Purchase Materials 1.3e Purchase books and materials 1.3f Conferences/materials and supplies | 1.3a-e NC 1.3 f NC 1.3 g NC | 1.3a-3 N/A 1.3f Title 1 1.3 g N/A |

| SCHOOL GOAL #1 | | | | |
|--|--|--|---|---|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 1.4 Monitor implementation of the adopted curriculum, monitor use of pacing plans, adhere to instructional time recommendations for reading/language arts, continue to provide consistent ELD time. 1.4a Monitor lesson plans 1.4b Monitor data from ELD Implementation and Data 1.4c Classroom observations | 1.4a-1.4c Principal/Staff On going | 1.4a-1.4c No Anticipated Cost | 1.4a-c NC | 1.4 a-c N/A |
| Improvement of instructional strategies and materials: 1.5 Provide FFW, Easy CBM, reading intervention materials for student who are two or more grade levels behind. Purchase of technology to support access for all students and promote grade level reading by third grade. 1.5a Books, materials, and supplies to support students in the library. 1.5b Computer software and other technology to enhance reading and writing across the curriculum. 1.5c Increase educational opportunities and access to teach smart board training. 1.5d Continue AVID program, including AVID tutoring 1.5e Utilize instructional assistants to provide assistance for at risk students. (3 Aides) 1.5f Utilize peer and cross age tutoring, create honors classes | 1.5 1.5a-d Principal/Staff On going | 1.5 technology 1.5a-d 1.5e Salaries & Statutory 1.5f No Anticipated Cost | 1.5 \$13,000 1.5 a-d NC 1.5 e \$15,262.50 1.5 f NC | 1.5 Title I 1.5 a-d N/A 1.5e Title 1 1.5f NA |
| Extended learning time: 1.6 Incorporate, as appropriate, activities before school computer lab, after school, in school, tutoring, FFW for home and school, MS Intervention Homeroom 1.6a Academic home rooms utilizing intensive intervention in reading and language arts. 1.6b Homework help using differentiated and small group instruction. 1.6 c Site specific Saturday School. 1.6d After school visual and performing arts and athletic programs and field trips 1.6 e AVID Lunch time tutoring in MS and grades 4-6 to work in collaborative study groups across content areas. 1.6 f After school tutoring | 1.6a-1.6d Principal/Staff On going | 1.6a No Anticipated Cost 1.6b Teacher's salaries 1.6c Teacher's salaries 1.6d Art supplies/dance program supplies 1.6 e district funded 1.6 f After school tutoring | 1.6 a-e NC 1.6f \$7449.05 | 1.6a-e NA 1.6 f Title 1 |

VI. Planned Improvements in Student Performance (continued)

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| SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # _2_ for Improving Student Achievement: 3% of Del Sur Students at each performance level will move to a higher performance level in Math or retain their met standards or exceeds standards scores. As measured by the SBAC, Easy CBM and District Benchmarks. This will be achieved by: This will be achieved by: a) monitoring the core instructional program. b) adhering to instructional time in math c) providing staff development in the math curriculum d) targeting specific populations based on our SBAC scores, Easy CBM, SIT. | |
| Student groups and grade levels to participate in this goal: All Del Sur students with and emphasis on foster youth, low socio- economic, ELL and homeless students | What data did you use to develop this goal.? 3% of Del Sur students at each performance level will move to a higher performance level in ELA or Math or retain their met or exceeds standards scores. |
| What were the findings from the analysis of this data? Performance on district performance tasks, CELDT, teacher observatiosn, state testing, | How will the school evaluate progress made toward achieving this goal? PSAT, state testing, CELDT, |

| SCHOOL GOAL #2 | | | | |
|---|---|---|---------------------------|---------------------------|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 2.1 Alignment of instruction with math CCSS standards: 2.1a Implement and refine CCSS plans and AVID Strategies 2.1b Analyze Performance task to determine growth and to focus instruction. 2.1c Grade level articulation. 2.1d Continue to post lesson objectives and essential questions. 2.1e Continue to integrate CCSS standards throughout the curriculum. 2.1f Continue to supplement with STEAM, AVID, Big Brainz, PLTW, Performance tasks and Scholastic News. Continue to use of iPad mini, chrome books, smart board. 2.1g Implement academic counseling program in grades 7 and 8 and at risk 5th and 6th 2.1h Monitor SPED classes for alignment with grade level appropriate CCSS. 2.1i Science, social science, electives and the arts will incorporate math standards into their curriculum. | 2.1Principal/Staff On going 2.1a-2.1f Principal/Staff On going 2.1g Counselor 2.1h-2.1i Principal/Staff On going | 2.1a-2.1f No Anticipated Cost 2.1g Materials/Supplies 2.1h-2.1i No Anticipated Cost | 2.1a-i NC | 2.1a-i NA |
| 2.2 Incorporate scientifically based research strategies that strengthen the core academic program. 2.2a Regular analysis of student work to ensure progress towards mastery of CCSS. | 2.2-2.2a Principal/Staff On going | 2.2-2.2a No Anticipated Cost | 2.2-2.2.a NC | 2.2-2.2a NA |

| SCHOOL GOAL #2 | | | | |
|---|---|--|---|--|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 2.3 Identify actions that have the greatest likelihood of improving student achievement in meeting state standards through team planning and implementation 2.3a Academic homerooms in middle school that focus on systems embedded school wide through the AVID program. 2.3b Professional Development for Math/PLTW/AVID 2.3c Provide after school math tutoring to our at risk students for grades 1-8 | 2.3a Staff/Counselor On going 2.3b On going | 2.3a No Anticipated Cost 2.3b Conferences/materials and supplies | 2.3-2.3 b NC 2.3 c\$7,449.05 | 2.3-2.3 b NA 2.3 cTitle 1 |
| 2.4 Monitor implementation of the adopted curriculum, monitor use of CCSS, AVID strategies, adhere to instructional time recommendations for math, continue to provide consistent ELD time. 2.4a Monitor lesson plans 2.4b Monitor ELD program and data 2.4c Classroom observations 2.4d Planning days for grades k-8 and AVID Strategies implementation | 2.4-2.4c Principal/Staff On going 2.4d Semester 2 | 2.4-2.4c No Anticipated Cost 2.4d sub costs | 2.4--c NC 2.4 d \$3520.90 | 2.4-a-c NA 2.d Title 1 |
| Improvement of instructional strategies and materials: 2.5 Provide math intervention materials for student who are two or more grade levels behind. 2.5aTechnology, Books, materials, and supplies to support students not proficient or advanced per SBAC test 2.5b Computer software and other technology to enhance reading and writing across the curriculum. 2.5c Utilize instructional assistants to provide assistance for at risk students. 2.5d Utilize peer and cross age tutoring | 2.5 2.5a-2.5d Title I aide Principal/Staff On going | 2.5 No Anticipated Cost 2.5a-technology 2.5c- employee salaries 2.5 d- No anticipated cost | 2.5a \$1,618.00 b NC 2.5c \$15,262.50 2.5 d NC | 2.5 a Title 1 2.5 b NA 2.5 c Title 1 2.5 d NA |
| Extended learning time: 2.6 Incorporate as appropriate, activities before school, after school, during the summer, and during intercession. 2.6a Academic homerooms utilizing intensive intervention in reading and language arts and math. 2.6b Homework help using differentiated and small group instructions. 2.6 c After school visual and performing arts and athletic programs and field trips. 2.6d After school math and LA tutoring utilizing technology 2.6 e Middle School Credit Retrieval | 2.6-2.6c Principal/Staff On going | 2.6a No Anticipated Cost 2.6.b Cost of Teacher 2.6c Materials 2.6d art supplies and dance program supplies- No Cost 2.6e Teacher hourly rate 2.6.f Substitute Teacher rate | 2.6 a-e no cost 2.6 f district | 2.6 a-e NA 2.6 f district funded |

VI Planned Improvements in Student Performance (continued)

| SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Sustain positive school culture and provide equitable access for all students. | |
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| Student groups and grade levels to participate in this goal: ELL Foster Youth Low Soci-Economic students | What data did you use to develop this goal.? Increase in student and family attendance at events. Improved positive experiences with office. |
| What were the findings from the analysis of this data? Surveys completed | How will the school evaluate progress made toward achieving this goal? |

| SCHOOL GOAL #3 | | | | |
|--|---|---|--|--|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 3.1 Promote effective parental involvement. Facilitate timely and effective home school communication by providing the following. 3.1a PowerSchool 3.1b School Messenger 3.1c Websites 3.1d Facebook page, School Page 3.1e Parent education nights including AVID, ELL, Latino Literacy and special needs and ELAC, Big Brother Big Sister Foster Youth 3.1f Planners in grades 4-8, Nicky folders grades K-3 3.1g PTSA Involvement 3.1h School Site Council 3.1i Back to School Night 3.1j Family Nights 3.1k Parent Teacher Conferences 3.1l SST/CST meetings 3.1m Continue 1MS/student math and ELA instruction after school 3.1n Academics Counseling, D & F letters 3.1o Purchase technology licenses and hardware in unforeseen circumstances 3.1p Purchase more technology, 1 to 1 devices 3.1q ELL CABE Conference 3.1r Provide Surveys to the community on their experience in the office 3.1s AVID Parent Resource Night workshops | 3.1a-3.1n Principal/Staff On going | 3.1 Supplies and training materials 3.1 a-d No Anticipated Cost 3.1e Materials/supplies/staff 3.1f Purchase student planners in gr. 4-8 3.1g-3.1m No Anticipated Cost 3.1n Materials/supplies 3.1o licenses and hardware 3.1p Technology | 3.1. \$840. 3.1 a-e NC 3.1 f \$6,000 3.1 g-s NC | 3.1 Title 1 3.1 a-e NA 3.1 f donations 3.1 g-s NA |

| SCHOOL GOAL #3 | | | | |
|---|---|--|---------------------------|-----------------------------|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 3.2 Address the professional development needs of the instructional staff that support research-based strategies, ie, AVID, 3.2a Incorporation standards discussions in staff meetings. 3.2b Provide release time for teachers to observe other teachers and collaborate. 3.2 c Support new teachers through BTSA. 3.2d Site specific professional development materials, Interventions Home Room, Tutoring at Lunch and After School, FastForward, Penaloza's Homeroom. Provide: Foster Youth support, ELL,ELAC in-services, target low socioeconomics. | 3.2 Principal/Staff On going 3.2a Principal/Staff On going 3.2b Principal/Staff On going 3.2c New staff 3.2d Principal/Staff On going | 3.2 Conferences/teacher release time 3.2a No Anticipated Cost 3.2b Sub coverage 3.2c Release time collaboration 3.2d Books/materials | 3.2 a-d NC | 3.2 a-d NA |
| 3.3 Alignment of instruction with CCSS standards. 3.3a Differentiated instruction. 3.3b Knowledge of CELDT levels and ELD standards. 3.3c Use of CLAD strategies. 3.3d Utilize staff who are trained in UA practices will train other staff members. 3.3e Utilize WICOR, AVID strategies. 3.3f Implement College and Career Readiness Program for 6th through 8th graders in conjunction with AVID | Principal/staff on going 3.3-3.3d | Staff meeting 3.3-3.3d | 3.3 a-f NC | 3.3 a-f NA |
| 3.4 Incorporate scientifically based research strategies that strengthen the CCSS program with provision for equitable access for all students. 3.4a Utilize guest speakers at staff meetings with expertise in target populations. 3.4b Examine FFW, Easy CBM, WICOR, STEM, PLTW the instructional process during staff meetings and follow up with grade level collaboration meetings. 3.4c Implement a Mindfulness Program Oct. to Dec. for 4th through 8th grade and Jan. May for K through 3rd grade | 3.4-3.4b Principal/Staff On going | 3.4a-3.4c No Anticipated Cost | 3.4 a-b NC 3.4 c \$775 | 3.4 a-b NC 3.4 c Title 1 |
| 3.5 Improvement of instructional strategies and materials: 3.5a Improve collaboration and articulation among and between grade levels and departments by providing professional development in Professional Learning Communities (PLCs). 3.5b Encourage staff participation in district curriculum committees. 3.5c Hold monthly grade level collaboration meetings. 3.5d Create staff team building opportunities during staff meetings. 3.5e Provide time during staff meetings to share conferences, books, professional development amongst staff members. | 3.5-3.5e Principal/Staff On going 3.5f Principal/Staff/ On going | 3.5-3.5e No Anticipated Cost | 3.5 a-e NC | 3.5 a-e NA |
| 3.6 Facilitate grade level/departmental collaboration and articulation. 3.6a Provide a minimum of one collaboration meeting per month during staff meeting time. Provide WICOR, AVID, Committee Meetings. | 3.6-3.6a Principal/Staff On going | 3.6-3.6a No Anticipated Cost | 3.6 a NC | 3.6 NA |

| SCHOOL GOAL #3 | | | | |
|--|---|--|--|--------------------------------|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 3.7 Effectively utilize and expand the Pyramid of intervention based upon the RTI model. 3.7a Educate staff members in the RTI model during staff meetings | 3.7-3.7a Principal/Staff On going | 3.7-3.7a Materials | 3.7 a NC | 3.7 NA |
| Extended learning time: 3.8 Effectively use FFW, Easy CBM, AVID, WICOR, objectives and essential questions | 3.8 Staff/on going | 3.8 No Anticipated Cost | 3.8 a NC | 3.8 NA |
| 3.9 Effectively use ELD materials on a daily basis. 3.9a Effectively implement FastForWord. 3.9b Improve language acquisition of ELL students by incorporating FastForWord into curriculum. | 3.9 Staff/On going 3.9a Elementary K-6 3.9b Middle School 3.9c 1-2 Principal/Staff | 3.9 a-b No Anticipated Cost | 3.9 NC | 3.9 NA |
| Increased educational opportunity 3.10a Refine academic homerooms by placing them at the beginning of the day. 3.10b Implement a site specific summer school. 3.10c Continue intercession school to focus on targeted populations. 3.10d Utilize benchmarks to drive standards based instruction. | 3.10a-3.10d Principal/Staff On going | 3.10a-No Anticipated Cost 3.10b Staffing 3.10d No Anticipated Cost | 3.10 a NC 3.10 b district funded 3.10 c district funded 3.10 d NC | 3.10 a-d NA |
| Staff development and professional collaboration: 3.11a Provide time at all staff meeting for teachers to share best practices and conferences. 3.11b Implement team building at all staff meetings. 3.11c Provide monthly collaboration meetings. 3.11d Mindfulness training (Counselor and staff representative) | 3.11a-3.11d Principal/Staff On going | 3.11a-3.11d No Anticipated Cost | 3.11 a-3.11 c NC | 3.11a-3.11 d NA |
| 3.12 Involvement of staff, parents and community: (including interpretation of student assessment results to parents) .EL .District .SBAC | 3.12 Principal/Staff On going | 3.12 No Anticipated Costs | 3.12 NC | 3.12 NA |
| 3.13 Ancillary services for students and parents: (including transition from preschool, Kindergarten, elementary and middle school) 3.13 a Purchase Nicky Folders K-3 AVID organizational tool | 3.13 On going 3.13 a Nicky Folders | 3.13 No anticipated cost 3.13 Unrestricted | 3.13 NC 3.13 a \$445.54 | 3.13 NA 3.13 a Unrestricted |
| 3.14 Monitoring program implementation and results | 3.14 Principal/Staff On going | 3.14 No Anticipated Cost | 3.14 NC | 3.14 NA |

VI Planned Improvements in Student Performance (continued)

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| SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Del Sur will provide a clean, well-maintained, and safe environment for optimal student learning. | |
| Student groups and grade levels to participate in this goal: All students, all grade levels | What data did you use to develop this goal.? Sufficient points for 2% of students to move to next level. |
| What were the findings from the analysis of this data? referral records, daily discipline records, lunch detentions, suspensions and expulsion records, report cards, safety reports & committee meetings, Behavioral contracts | How will the school evaluate progress made toward achieving this goal? |

| SCHOOL GOAL #4 | | | | |
|---|---|--|-----------------------|-----------------------|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 4.1. Alignment of instruction with CCSS:: 4.1. a Parents, staff and community members are encouraged to assist in and support the educational process through participation in decision-making, award and honors events, and volunteer activities. | 4.1. Staff/SSC/on-going | 4.1 a No anticipated costs | 4.1 a NC | 4.1 a NA |
| 4.2. Improvement of instructional strategies and materials: 4.2 a School Site Council is elected and meets monthly to oversee school plan and allocation of funds. 4.2 b Staff meets annually to review and revise the student handbook, which is given to all students when they enroll. The handbook describes school district policies, school culture, award programs and disciplinary actions. Description of Specific Actions to Improve Educational Practice 4.2 c 4th – 8th grade students maintain a Dress Code planner, which is used for home/school communication as well as reminders regarding homework and upcoming deadlines. Grades K-3 Nickey folders 4.2 d Award assemblies held monthly and quarterly to honor academic achievement and citizenship and effort as well as Personal Best Awards. 4.2 e Honors Desserts and Semester Awards held twice each year honoring academic achievement. 4.2 f PTSA annually elects board members who provide a number of projects: book fairs, field trips, assemblies, Family Fun Night, Holiday Boutique and attendance incentives. 4.2 g Custodian forms monthly safety inspection of the school. The subsequent report will be reviewed by the safety committee. 4.2 h Monthly fire, earthquake, and/or lock down drills. 4.2 i Red Ribbon Week activities will reinforce students to make healthy choices. 4.2 j Attendance Incentive Program 4.2 k Positive Office Referrals/Positive Schoolwide Messages (Posters for the school) 4.2 l ACE Awards incentives-Academics-Citizenships-Effort-Increase Academic growth | 4.2 Staff/SSC/PTSA/on-going 4.2 a Staff/SSC/PTSA/on-going 4.2 b Staff/SSC/PTSA/on-going 4.2 c Staff/SSC/PTSA/on-going 4.2 d Staff/SSC/PTSA/on-going 4.2 e Staff/ SSC/ PTSA/ on-going 4.2 f Staff/ SSC/ PTSA/ on-going 4.2 g Staff/ SSC/ PTSA/ on-going 4.2 h Staff/ SSC/ PTSA/ on-going 4.2 i Staff/Students on-going 4.2 j Staff/Ongoing 4.2 k Staff on-going 4.2 l Staff on-going | 4.2 No anticipated cost 4.2 a no anticipated cost 4.2 b Planners 4.2 c No anticipated cost 4.2 d No anticipated cost 4.2 e No anticipated cost 4.2 f No anticipated cost 4.2 g No anticipated cost 4.2 h No anticipated cost 4.2 i Awards/Rewards 4.2 j No anticipated cost 4.2 k Material 4.2 l Materials | 4.2 - 4.2 l NC | 4.2 - 4.2 l NA |

| SCHOOL GOAL #4 | | | | |
|---|--|---|---------------------------|---------------------------|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 4.3 Extended learning time: 4.3 a Students who attend any school/district sponsored tutoring program will be required to follow district/school policies and regulations. | 4.3 Staff /on-going | 4.3 No anticipated costs | 4.3 NC | 4.3 NA |
| 4.4 Increased educational opportunity: 4.4 a Parents are informed of and invited to school assemblies, programs and workshops. 4.4.b Parents receive a copy of the district/ school policies, regulations and rules when enrolling their student. 4.4 c 100/100 merit events to encourage appropriate choices. | 4.4 a Staff on-going 4.4 b Staff on-going 4.4 c Staff on-going | 4.4 a No anticipated costs 4.4. b No anticipated costs 4.4 c Transportation | 4.4 a - c NC | 4.4 a - c NA |
| 4.5 Staff development and professional collaboration: 4.5 a Staff is invited to help rewrite school/district policies, regulations and rules by serving on district level committees. | 4.5 a Staff/on-going | 4.5 a No anticipated costs | 4.5 a NC | 4.5 a NA |
| 4.6 Involvement of staff, parents and community: 4.6 a Staff, parents and community members are encouraged to serve on district level committees which help rewrite policies, regulations and rules. 4.6 b Participate in school-community activities such as; Dancing Feet Competition, Interact Rummage Sale, Sunrise Rotary Involvement thru Interact Club. 4.6 c PTSA will assist in Red Ribbon Week activities/Great Kindness Challenge Week. 4.6 d Parent volunteer program which increases student/adult ratio. 4.6 e Peaceful Playground implemented by aides. Vice principal to hold quarterly Peaceful Playground assemblies . Vice principal to hold ELAC/Latino Literacy Mtgs. | 4.6 a Staff/Parents/Principal/SS C/PTSA/on-going 4.6 b Staff/Parents/Principal/SS C/PTSA/on-going 4.6 c Staff/Parents/Principal/SS C/PTSA/on-going 4.6 d Staff/Parents/Principal/SS C/PTSA/on-going 4.6 e Staff/Parents/ Vice Principapl/SSC/PTSA/on-going | 4.6 a No anticipated costs 4.6 b No anticipated costs 4.6 c No anticipated costs 4.6 d No anticipated costs 4.6 e Monthly awards/prizes for prize box | 4.6 a - 4.6 e NC | 4.6 a - 4.6 e NA |
| 4.7 Auxiliary services for students and parents: 4.7 a When necessary, students are referred to, Student or Child Study Team. 4.7 b Implementation of Behavior Contract or 504 Plan when necessary. | 4.7 Staff/on-going 4.7 a Staff/on-going 4.7 b Staff/on-going | 4.7 No anticipated costs 4.7 a No anticipated costs 4.7 b No anticipated costs | 4.7 - 4.7 b NC | 4.7 - 4.7 b NA |

| SCHOOL GOAL #4 | | | | |
|---|--|---|---------------------------|---------------------------|
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| 4.8 Monitor program implementation and results: 4.8 a Safe and Drug Free School Survey. 4.8 b Healthy Child Survey. 4.8 c Discipline/Suspension/Expulsion Records. 4.8 d Number of students honored. 4.8 e Merit record. 4.8 f Great Kindness Challenge Week to promote tolerance and acceptance. | 4.8 a Administration/Staff/on-going 4.8 b Administration/Staff/on-going 4.8 c Administration/Staff/on-going 4.8 d Administration/Staff/on-going 4.8 e Administration/Staff/on-going 4.8 f Administration/Staff/on-going | 4.8 a No anticipated costs 4.8 b No anticipated costs 4.8 c No anticipated costs 4.8 d No anticipated costs 4.8 e No anticipated costs 4.8 f Programs and Supplies | 4.8 a - 4.8 f NC | 4.8 a - 4.8 f NA |

VI Planned Improvements in Student Performance (continued)

| | | | | |
|--|--|--|--|--|
| SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) | | | | |
| Student groups and grade levels to participate in this goal: | | What data did you use to develop this goal.? | | |
| What were the findings from the analysis of this data? | | How will the school evaluate progress made toward achieving this goal? | | |

| | | | | |
|---|---|--|---------------------------------|---------------------------------|
| SCHOOL GOAL #5 | | | | |
| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |

Appendix A - 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 | 76 | | 87 | 75 | | 87 | 75 | | 87 | 98.7 | | 100 |
| Grade 4 | 72 | | 94 | 70 | | 93 | 70 | | 93 | 97.2 | | 98.9 |
| Grade 5 | 78 | | 100 | 77 | | 97 | 76 | | 97 | 98.7 | | 97 |
| Grade 6 | 74 | | 88 | 73 | | 88 | 73 | | 88 | 98.6 | | 100 |
| Grade 7 | 127 | | 123 | 124 | | 122 | 124 | | 122 | 97.6 | | 99.2 |
| Grade 8 | 123 | | 128 | 120 | | 127 | 120 | | 127 | 97.6 | | 99.2 |
| All Grades | 550 | | 620 | 539 | | 614 | 538 | | 614 | 98.0 | | 99 |

* 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 | 2395.0 | | 2365.6 | 12 | | 12.64 | 21 | | 16.09 | 29 | | 16.09 | 37 | | 55.17 |
| Grade 4 | 2445.3 | | 2441.7 | 11 | | 16.13 | 27 | | 24.73 | 26 | | 19.35 | 36 | | 39.78 |
| Grade 5 | 2472.8 | | 2462.7 | 5 | | 11.34 | 30 | | 25.77 | 30 | | 23.71 | 34 | | 39.18 |
| Grade 6 | 2508.8 | | 2497.2 | 15 | | 4.55 | 16 | | 35.23 | 47 | | 30.68 | 22 | | 29.55 |
| Grade 7 | 2548.1 | | 2529.4 | 11 | | 11.48 | 40 | | 28.69 | 27 | | 31.97 | 21 | | 27.87 |
| Grade 8 | 2556.0 | | 2554.9 | 8 | | 11.02 | 36 | | 34.65 | 37 | | 33.86 | 19 | | 20.47 |
| All Grades | N/A | N/A | N/A | 10 | | 11.24 | 30 | | 28.01 | 32 | | 26.71 | 27 | | 34.04 |

| 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 | 12 | | 20.69 | 53 | | 26.44 | 35 | | 52.87 |
| Grade 4 | 26 | | 18.28 | 40 | | 45.16 | 34 | | 36.56 |
| Grade 5 | 14 | | 14.43 | 53 | | 50.52 | 33 | | 35.05 |
| Grade 6 | 14 | | 10.23 | 51 | | 56.82 | 36 | | 32.95 |
| Grade 7 | 15 | | 17.21 | 56 | | 48.36 | 28 | | 34.43 |
| Grade 8 | 16 | | 24.41 | 61 | | 51.18 | 23 | | 24.41 |
| All Grades | 16 | | 17.92 | 54 | | 46.91 | 30 | | 35.18 |

| 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 | 15 | | 9.20 | 47 | | 36.78 | 39 | | 54.02 |
| Grade 4 | 11 | | 16.13 | 53 | | 52.69 | 36 | | 31.18 |
| Grade 5 | 7 | | 20.62 | 50 | | 40.21 | 42 | | 39.18 |
| Grade 6 | 22 | | 9.09 | 44 | | 59.09 | 33 | | 31.82 |
| Grade 7 | 27 | | 21.31 | 51 | | 50.82 | 22 | | 27.87 |
| Grade 8 | 20 | | 15.75 | 56 | | 59.84 | 24 | | 24.41 |
| All Grades | 18 | | 15.80 | 51 | | 50.49 | 31 | | 33.71 |

| 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 | 11 | | 13.79 | 64 | | 52.87 | 25 | | 33.33 |
| Grade 4 | 10 | | 8.60 | 64 | | 63.44 | 26 | | 27.96 |
| Grade 5 | 12 | | 6.19 | 68 | | 69.07 | 20 | | 24.74 |
| Grade 6 | 15 | | 7.95 | 67 | | 71.59 | 18 | | 20.45 |
| Grade 7 | 12 | | 11.48 | 65 | | 64.75 | 23 | | 23.77 |
| Grade 8 | 8 | | 8.66 | 74 | | 74.80 | 18 | | 16.54 |
| All Grades | 11 | | 9.45 | 68 | | 66.61 | 21 | | 23.94 |

| 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 | 12 | | 9.20 | 49 | | 43.68 | 39 | | 47.13 |
| Grade 4 | 13 | | 16.13 | 63 | | 55.91 | 24 | | 27.96 |
| Grade 5 | 20 | | 15.46 | 55 | | 42.27 | 25 | | 42.27 |
| Grade 6 | 18 | | 14.77 | 62 | | 57.95 | 21 | | 27.27 |
| Grade 7 | 20 | | 18.85 | 59 | | 55.74 | 21 | | 25.41 |
| Grade 8 | 19 | | 22.05 | 59 | | 57.48 | 22 | | 20.47 |
| All Grades | 17 | | 16.61 | 58 | | 52.61 | 25 | | 30.78 |

Conclusions based on this data:

1.

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 | 76 | | 87 | 74 | | 87 | 74 | | 87 | 97.4 | | 100 |
| Grade 4 | 72 | | 95 | 69 | | 94 | 69 | | 94 | 95.8 | | 98.9 |
| Grade 5 | 78 | | 100 | 76 | | 97 | 76 | | 97 | 97.4 | | 97 |
| Grade 6 | 74 | | 88 | 73 | | 88 | 73 | | 88 | 98.6 | | 100 |
| Grade 7 | 127 | | 124 | 124 | | 123 | 123 | | 123 | 97.6 | | 99.2 |
| Grade 8 | 123 | | 128 | 119 | | 127 | 118 | | 127 | 96.7 | | 99.2 |
| All Grades | 550 | | 622 | 535 | | 616 | 533 | | 616 | 97.3 | | 99 |

* 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 | 2396.8 | | 2378.0 | 3 | | 3.45 | 20 | | 19.54 | 41 | | 19.54 | 36 | | 57.47 |
| Grade 4 | 2447.6 | | 2454.8 | 10 | | 10.64 | 17 | | 22.34 | 46 | | 40.43 | 26 | | 26.60 |
| Grade 5 | 2465.5 | | 2451.2 | 1 | | 6.19 | 17 | | 7.22 | 41 | | 36.08 | 41 | | 50.52 |
| Grade 6 | 2520.9 | | 2510.9 | 14 | | 13.64 | 26 | | 21.59 | 33 | | 37.50 | 27 | | 27.27 |
| Grade 7 | 2508.2 | | 2501.5 | 6 | | 6.50 | 16 | | 15.45 | 41 | | 39.84 | 36 | | 38.21 |
| Grade 8 | 2547.3 | | 2541.5 | 13 | | 14.17 | 22 | | 19.69 | 36 | | 31.50 | 29 | | 34.65 |
| All Grades | N/A | N/A | N/A | 8 | | 9.25 | 20 | | 17.53 | 39 | | 34.42 | 33 | | 38.80 |

| 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 | 7 | | 12.64 | 50 | | 26.44 | 43 | | 60.92 |
| Grade 4 | 17 | | 23.40 | 39 | | 41.49 | 43 | | 35.11 |
| Grade 5 | 1 | | 8.25 | 38 | | 26.80 | 61 | | 64.95 |
| Grade 6 | 26 | | 17.05 | 36 | | 50.00 | 38 | | 32.95 |
| Grade 7 | 10 | | 12.20 | 41 | | 36.59 | 49 | | 51.22 |
| Grade 8 | 19 | | 20.47 | 43 | | 34.65 | 38 | | 44.88 |
| All Grades | 13 | | 15.75 | 41 | | 35.88 | 45 | | 48.38 |

| 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 | 15 | | 6.90 | 41 | | 47.13 | 45 | | 45.98 |
| Grade 4 | 13 | | 13.83 | 43 | | 47.87 | 43 | | 38.30 |
| Grade 5 | 7 | | 7.22 | 49 | | 38.14 | 45 | | 54.64 |
| Grade 6 | 14 | | 11.36 | 56 | | 50.00 | 30 | | 38.64 |
| Grade 7 | 7 | | 10.57 | 64 | | 44.72 | 29 | | 44.72 |
| Grade 8 | 19 | | 14.17 | 66 | | 48.03 | 15 | | 37.80 |
| All Grades | 12 | | 10.88 | 55 | | 45.94 | 32 | | 43.18 |

| 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 | 7 | | 8.05 | 58 | | 43.68 | 35 | | 48.28 |
| Grade 4 | 12 | | 12.77 | 48 | | 50.00 | 41 | | 37.23 |
| Grade 5 | 3 | | 7.22 | 51 | | 35.05 | 46 | | 57.73 |
| Grade 6 | 14 | | 14.77 | 56 | | 51.14 | 30 | | 34.09 |
| Grade 7 | 9 | | 8.13 | 70 | | 57.72 | 21 | | 34.15 |
| Grade 8 | 9 | | 18.90 | 63 | | 52.76 | 28 | | 28.35 |
| All Grades | 9 | | 11.85 | 59 | | 49.03 | 32 | | 39.12 |

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

| 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 | | | | | | | | | | | | *** | | | |
| 1 | | | *** | | | *** | *** | *** | | *** | *** | | | | |
| 2 | | | | *** | *** | 33 | | | 50 | *** | | | | *** | 17 |
| 3 | | | 25 | 50 | | 25 | 50 | *** | 25 | | *** | 25 | | | |
| 4 | | | | 40 | | 50 | 50 | *** | 25 | 10 | | 25 | | *** | |
| 5 | | | | 80 | 50 | *** | 20 | 40 | | | 10 | | | | *** |
| 6 | | | | 33 | 20 | 33 | 67 | 80 | 67 | | | | | | |
| 7 | | 33 | 11 | *** | 33 | 67 | *** | 22 | 11 | | 11 | | *** | | 11 |
| 8 | | | | 25 | *** | 40 | 75 | *** | 20 | | *** | 20 | | | 20 |
| Total | | 8 | 7 | 41 | 30 | 44 | 49 | 41 | 30 | 8 | 14 | 9 | 3 | 8 | 9 |

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

| State Programs | | Allocation |
|---|--|------------|
| X | LCFF-Base | \$0 |
| X | LCFF-Supplemental | \$0 |
| X | List and Describe Other State or Local funds: Unrestricted and donation | \$6,445.54 |
| Total amount of state categorical funds allocated to this school: | | \$6,445.54 |

| Federal Programs | | Allocation |
|---|---|------------|
| True | Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency | \$67,857 |
| | Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency | \$ |
| | Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$840 |
| | Other Federal Funds (list and describe(42)) | \$ |
| Total amount of federal categorical funds allocated to this school: | | \$68,697 |

| | | |
|---|--|-------------|
| Total amount of state and federal categorical funds allocated to this school: | | \$75,142.54 |
|---|--|-------------|

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Del Sur Senior Elementary)

The school site council (SSC) recommends this school plan and proposed expenditures 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**):

X English Learner Advisory Committee

Signature

Compensatory Education Advisory Committee

Signature

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

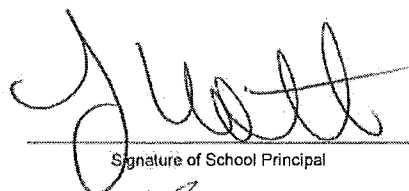
Signature

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: 4/23/15

Attested:

Jessica Kott

Typed Name of School Principal



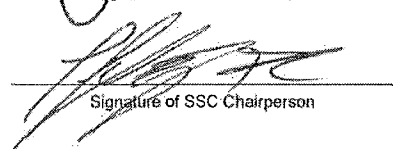
Signature of School Principal

11/9/18

Date

Tiffany Smith 2016-17

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/9/18

Date

Appendix F - Del Sur Senior Elementary's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.
4. Develop mechanisms to encourage parent/guardian input on school issues and programs.
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.
7. Build the capacity of the school and parents/guardians for strong parent involvement by:
 - assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
 - educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
 - providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.
10. This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

11. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

12. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

13. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

14. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

15. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

Westside Union School District
Del Sur School
Home-School Compact

We, the Del Sur community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our ability in order to achieve high quality curriculum and instruction:

Student Pledge:

Student's Responsibilities

I will:

- Come to school each day with necessary supplies, dressed for success, and ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my classwork and homework.
- Show respect for self, others, and property.
- Ask questions when needing help or assistance from school teachers and staff.

Student's Signature _____ Date _____

Parents Pledge:

We will:

- Make sure that our child attends school regularly; is on time, and is prepared to learn.
- Communicate regularly with teachers about how to help support our students.
- Monitor our child's academic progress via Powerschool.
- Encourage, assist and /or read with our child nightly, and check their planner regularly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

Parent/Guardian's Signature _____ Date _____

Staff Pledge:

We, the Del Sur School Community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

- Provide engaging learning activities for all students to achieve academic success.
- Communicate regularly with families about their student's progress and events.
- Participate in professional development to ensure the academic success of all students.

Teacher's Signature _____ Date _____

Principal Pledge:

Principal's Responsibilities: I will:

- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist at home.

- Allocate adequate resources to ensure that high academic and social standards can be met by all children.
- Principal's Signature _____ Date _____

Appendix H - School Site Council Membership (Del Sur Senior Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--|-----------|-------------------|--------------------|----------------------------|--------------------|
| Patricia Bothuel | | | X | | |
| Marlene Mattison | | | | X | |
| Tiffany Smith | | | | X | |
| Kara Miscione | | | | X | |
| Ann Mendes | | X | | | |
| Lauren Hetland | | X | | | |
| Jennifer Dingman | | X | | | |
| Pamela Johnson | | | | X | |
| Jany Kiger | | | | X | |
| Jessica Kott | X | | | | |
| Numbers of members of each category | 1 | 3 | 1 | 5 | 0 |

(43) 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.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?