

The Single Plan for Student Achievement



School: Sunnyslope Elementary School
CDS Code: 33 67090 6106843
District: Jurupa Unified School District
Principal: Nicholas Blake
Revision Date: May 22, 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: Nicholas Blake
Position: Principal
Phone Number: (951) 360-2781
Address: 7050 38th St.
Jurupa Valley, CA 92509-1334
E-mail Address: nicholas_blake@jUSD.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 26, 2017.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	13
School and Student Performance Data	15
CAASPP Results (All Students)	15
CELDT (Annual Assessment) Results.....	19
CELDT (All Assessment) Results.....	20
Title III Accountability (School Data)	21
Title III Accountability (District Data).....	22
Planned Improvements in Student Performance	23
School Goal #1: College and Career Ready.....	23
School Goal #2: Safe, Orderly, and Inviting Learning Environment.....	28
School Goal #3: Parent, Student and Community Engagement.....	32
Summary of Expenditures in this Plan.....	35
Total Allocations and Expenditures by Funding Source	35
Total Expenditures by Object Type.....	36
Total Expenditures by Object Type and Funding Source.....	37
Total Expenditures by Goal	38
School Site Council Membership.....	39
Recommendations and Assurances.....	40

School Vision and Mission

Sunnyslope Elementary School's Vision and Mission Statements

Sunnyslope strives to provide a challenging and progressive curriculum for all students. Our mission is to ensure that every student, regardless of his or her cultural, ethnic, academic, and/or socio-economic orientation, is successful. We prepare students for the future by providing technological training, social and academic skills relative to today's world. This combination of experiences enhances self-confidence and self-esteem in our students. Sunnyslope Elementary School believes that the students we educate will make positive contributions in the future.

School Profile

Sunnyslope is one of sixteen K-6 elementary schools in the Jurupa Unified School District. The district is a unified TK-12 district encompassing 44 square miles. Sunnyslope Elementary is located in the city of Jurupa Valley, California and within Riverside County. Sunnyslope is one of three elementary sites to host a Dual Language Immersion program, where students become bilingual and bi-literate in both English & Spanish. The program is integrated within our school, with 18 Non-Dual Immersion & 17 Dual Immersion classes from Kindergarten to Sixth Grade. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential and is a closed campus.

All of the Local Control Accountability Plan-LCAP Priorities are addressed in the School Plan under three focus areas. Learning Outcomes, student achievement and Engagement. Each category in the LCAP Local Control Accountability Plan addresses either college & career readiness, data driven decision making safe, orderly environment or parent, student & community engagement.

Sunnyslope's enrollment is approximately 860 students, including Pre-School through Sixth grade. The school has a culturally and linguistically diverse population with the main ethnic representation being 93.3% Hispanic, 3.7% White, & 0.9% African American. The school population includes 50% English Language Learners (ELLs) & 79% percent of the students that are socio-economically disadvantaged.

Dual Immersion is a unique educational program designed to develop bilingualism and bi literacy in English and in Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. The program follows the 90/10 model of Two Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)

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).

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).

A parent needs survey was distributed to all English Learner parents in April 2016 in order to identify awareness of programs for EL's. Additionally, a survey was given to all Sunnyslope families (May 2016) asking for potential areas to address during parent workshops.

Additionally, a survey was given to Dual-Immersion parents on the Fall to gather perceptions, strengths and needs of the Dual-Immersion program. In addition, the California Healthy Kids Survey (CHKS) was administered to 5th grade students and the results were used to inform student perception. Our school plan is based on a comprehensive school wide needs assessment, including review of student assessment data from district Units of Study Assessments (UoS), CAASPP results, other standards-based classroom assessments, progress of students receiving various interventions, and teacher observations. Members from School Site Council (SSC), English Learners Advisory Committee (ELAC), Sunnyslope Elementary staff, and other interested parties examine school wide needs. The findings are used to produce the School Plan.

Classroom Observations

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

Routine classroom observations are completed to support the instructional program at the school site. The observations focus on instructional programs

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)

In the 2016-2017 school year, teachers at all grade levels will meet regularly to review assessment data. Teachers will use the district data program, EADMS, to analyze individual and group results, modify instruction to meet individual needs, and to ensure that every grade level standard has been taught and learned. Classroom assessment results are analyzed to guide instruction. Teachers meet in collaborative grade level planning sessions twice a month for one and a half hours to look at student work, examine student progress, and to make instructional decisions. A schoolwide effort has been made to assist teachers in hosting test chats with their students to look at past academic progress and set attainable goals with actions. In addition, parents are provided an updated report of student testing results with each report card.

Teachers begin planning conversations with a focus on a measure of mastery. Teachers develop assessments to support what the students have learned, what they have not learned, and the need for further interventions. Our site uses teacher/grade level created assessments, short cycle assessments, performance tasks, DIBELS/IDEL, intervention assessments, and state assessments to assess learning. The data analysis is used to modify instructional practices and improve student achievement. As teachers plan they begin with the California Common Core State Standards (CCSS) and district Units of Study Organizers. These tools are essential to creating plans that reflect the proper instructional rigor. Additionally, teachers use these materials to create short cycle assessments which guide the cycle of teaching and intervention.

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

The teaching staff administers assessments that are aligned to the CCSS along with appropriate reporting strategies that reflect student success in relation to the standards and associated exit criteria following a District pacing guide. Teachers meet twice monthly (at a minimum) in grade level teams to monitor student progress and modify and improve instruction using common assessments, performance task data, and student work samples. This information is used to make instructional planning

decision, evaluate programs, write goals and action plans, and update the SPSA to better meet the academic needs of students.

Staffing and Professional Development

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

Sunnyslope staff is 100% highly qualified under NCLB legislation

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

All teachers are qualified and training to provide quality teaching and learning through focused and intentional professional development at the site level, district level, voluntary professional growth opportunities, and conferences. The focus of 2015-2016 for professional development has been on the ELA/ELD California Framework and the use of technology to enhance instruction and learning.

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

Teachers participate in minimum day collaboration meetings bi-monthly to analyze data and focus on Common Core standards-based instruction. The grade level teams work cooperatively to develop SMART goals that target areas that indicated an improvement area in the summative assessments or district assessments. They share their results from authentic assessments that they develop as a team. Intervention teachers also work with grade levels to identify the areas where the students seem to be lacking proficiency and pull small groups of students to work on specific standards. The teachers collaborate their lesson planning to focus on the areas that students continue to struggle in achieving. The JUSD CCSS steering committee selected and convened during the 2015-16 school year, monitored main areas of focus that included curriculum and instruction, assessment, technology, and communication. A sub committee representative from the school participated in Math and Language Arts for various grade level on the units of study. During the 2016-17 school year the Units of Study continued to be refined and supported through staff development and the unit writers.

Assessed student performance:

Teachers worked together to examine student work and make instructional decisions based on data. Teachers use data to develop SMART goals that target areas that need additional instructional support. Teachers also use assessments within their core program to monitor student achievement. Teachers use Units of Study and pacing guides to guide instruction. Every trimester students work on performance task based assessments.

Professional needs:

New teachers participated in the Center for Teacher Induction RCOE program. This is a two-year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession. Pacing guides have been developed for both math and ELA. In addition, all teachers were trained in differentiated strategies to support EL students, objectives, and student engagement through a collaborative effort with the district office and Riverside County Office of Education. Transitional Kindergarten teachers will participate in differentiated instruction staff development that will include: 1) Use, design and content of TK curriculum aligned to common core standards; 2) focus on four domains of language as related to ELA common core and ELD standards, reading, writing, speaking, and listening; 3) strategies for engagement and structures language practice; 4) placement and progress assessments; and 5) coaching and participation in job-alike meetings to support review of assessment data, discuss standards-based curriculum implementation, and developmental instructional practices. Teachers have worked on Math Common Core standards this year and had grade level planning days to implement Balanced Math. Teacher will also participate in grade level planning days for ELA. A team of teachers in grades 4th-6th grade have participated in an AVID elementary training in the summer and trainings throughout the year and we will continue all programs in order to meet the demanding needs of preparing students for college and career readiness.

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

Teachers have access to instructional coaches at the district level who help support teachers individual needs. We also have two intervention teachers on site to provide intervention for upper grades through the Language! Program and Early Literacy Tier II

intervention through DIBELS/IDEL for grades K-2.

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

Sunnyslope Elementary has 100% of its certificated staff meeting highly qualified standards. 100% of its classified staff is highly qualified. The Principal has completed district trainings in the adopted core reading/language arts instructional materials and Balanced Math. All teachers have received trainings in LA materials and receive ongoing support from district instructional coaches who provides support through modeling lesson delivery of core program components, providing assistance in cognitive planning, and analyzing data. Teachers meet in grade level teams to cognitively plan lessons, analyze student data, share best practices and develop strategies to assist students to meet academic standards. Principal monitors grade level minutes and team planning.

Teaching and Learning

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

ENGLISH LANGUAGE ARTS

In accordance with the State Framework, a minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations. McGraw Hill ELA core textbooks are provided to all students in TK-6 and ELD instruction is 30 minutes daily. All students receive instruction with the use of Common Core State Standards-CCSS and alignment of Units of Study and pacing guides. Teachers ensure progress during bi-monthly collaboration meetings. Transitional kindergarten will use a state approved curriculum, SPLASH, that focuses on academics as well as developmental stages. All identified (non-DI) students achieving two or more grade levels below, including EL, in grades 4-6 are provided intensive reading intervention through utilization of the Language 4! online by Intervention Teachers. All students (K-2, DI & Non-DI) are assessed using DIBELS/IDEL to determine small group intensive support for students to remediate Early Literacy skills

Sunnyslope Elementary continues to participate in research-based strategies that focus on English Learners and follow ELD CCSS. These strategies incorporates standards-based planning with skillful implementation on the curriculum for language arts, mathematics and English language development at our school. This instructional model of direct instruction includes: pre teach of academic language and essential vocabulary, the explicit skills implementation of the core program, creating opportunities for meaningful interaction with supplementary activities that integrate oral and written language development, and reteaching of students struggling with the objectives. This is accomplished through an implementation model that includes the use of essential questions, big ideas, performance tasks, and foundational skills. In addition, teachers have been trained in the use of instructional strategies such as running records, close reading, objectives, academic language, sentence frames, common schedules, Units of Study, pacing guides, collaboration, active engagement strategies, content related universal access under the umbrella of standards based planning and setting SMART goals. Personalizing students learning involves lesson development that includes imagining, thinking, picturing, visualizing, reflecting, and creating through engaging classroom activities. Active engagement can also take place through whole group, cooperative group, cloze, hands on, think/pair/share, total physical response, and wait time. These active learning strategies are included as part of the staff development outlined under Conditions of Learning, and will be supported by the work of the instructional coaches and their model classroom environments and practices. We want our students to work together to learn, have fun while learning, use hands-on activities, be active participants in their learning, and learn through a variety of ways including auditory, body/kinesthetic, cognitive, and visual approaches. (Akey, 2006; Weiss & Pasley, 2004) Peer support, as an engagement strategy, when applied through a peer-delivered support system, careful student selection, peer training, and adult monitoring, will play a critical role in supporting students' access to the general curriculum. (Carter & Hughes, 2005). Through this process we will continue to develop and strengthen the capacity of our school and grade level teams to effectively analyze multiple forms of data and design an appropriate instructional response in order to increase student achievement through implementation of effective research-based, standards-based instructional practices. Teachers will begin training and implementation of AVID strategies. Teachers at Sunnyslope also use additional online support like Brain Pop, Moby Max and NewsELA.

MATHEMATICS

All students receive instruction through the district-adopted core curriculum, TK-5 McGraw Hill My Math and 6th Grade California Math. Transitional kindergarten will use a transitional kindergarten curriculum that is aligned to Common Core Standards based on district developed bridge between preschool foundational learning skills to Kindergarten Common Core

Standards. Teachers will follow Units of Study and pacing Guides. Students in grades K-6 receive instruction with Balanced Math strategies. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the CCSS in Mathematics: Number Sense, Algebra & Functions, Measurement & Geometry, Statistics, Data, Analysis & Probability, Mathematical Reasoning. Students develop computation skills and problem solving skills through the district's core curriculum and supplemental materials and designated time for Math Review and Mental Math.

Go Math Supplemental mathematics materials were ordered to ensure that all students are developing mathematical power and reasoning. Supplemental materials include math intervention handbooks and manipulatives to support student learning.

Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal and informal measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. This type of direct assessment encourages teachers to use varied strategies to enhance basic computation skill mastery. Students participate in cooperative strategies such as the Poster Method and Problem Solving activities.

HISTORY/SOCIAL SCIENCE

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places, and people as presented in the district-adopted K-8 Houghton Mifflin Social Studies program. Transitional kindergarten will use a Transitional Kindergarten curriculum that is aligned to Common Core Standards. Assessment of student progress is evaluated through both formal and informal measures. Instruction includes performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and/or cooperatively.

SCIENCE

A transition to implementation of the Next-Generation Science Standards (NGSS) has occurred with 3 mini-unit lessons in 2016-17 and will expand further in 2017-18. During this transition, students also receive instruction in life, earth, and physical science as presented in the TK-6 Harcourt Science program. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring and applying are developed in the activity-based program through inquiry and investigation. Student progress is evaluated through formal and informal measures, oral and written projects and performance-based assessments, which include hands-on activities, investigations and open-ended questions. There will be continued representation to a district committee to support implementation of NGSS Next Generation Science Standards.

TECHNOLOGY

Sunnyslope Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Teachers will expose students to the wealth of information and services available to them through various media. Students will acquire the skills necessary in the ISTE (International Society for Technology) in Education Standards. Students will be prepared for fluency in using technology.

The Digital Gateway initiative will be implemented further in 2016-17. JUSD's Digital Gateway initiative will equip each student in grades 2-12 with a Chromebook to take to and from school, and Kindergarten & 1st grade students will have a Chromebook assigned to them for use in the classroom each day. Each Chromebook will be monitored and filtered to protect students while online.

Digital Gateway will:

- Increase student engagement and productivity through personalized learning and equal access to technology.
- Extend and expand learning beyond the school day – anytime, anywhere learning 365 days a year, 24/7.
- Provide all students with 21st century tools and relevant learning experiences.
- Increase 21st century skill development in collaboration, communication, creativity, critical thinking and problem solving, digital literacy, and global awareness.

Our Kindergartners also use iPads in small group learning opportunities. We will utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success.

VISUAL/PERFORMING ARTS

Students at Sunnyslope Elementary School are given the opportunity to participate in band and perform for the school during holidays and at the end of the year. Through fundraising, students participate in fieldtrips that focus on grade level standards. The arts are a dynamic presence in our daily lives, enabling us to express our creativity while challenging our intellect. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology. Our intent is to expand and enhance our Visual and Performing Arts (VAPA) program. (Catterall, 2009). We will ensure that our band instructor is supported with the proper technology to enhance instruction to students.

100 MILE CLUB

Students participate in the 100 mile club and the school has designated days for club runs. The percentage of students participating in 100 mile club has increased, yet continued growth in the support through classrooms goals and monitoring system.

Physical Education

Students at Sunnyslope Elementary School are provided with a well-developed physical education program, which integrates social skills with basic movement skills, physical fitness, organized games, and sports. Teachers work together on grade level teams to plan and implement the program and coordinate the use of facilities for all classrooms. Students at Sunnyslope Elementary School are provided with a physical education program, which integrates social skills with basic movement skills, physical fitness, games, and sports. Teachers are working to better coordinate a consistent program that provides adequate physical activity to contribute toward the goal of supporting physically healthier students as we know that physical fitness contributes to success in other areas. Teachers will work to integrate with physical training the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The physical education standards provide the curricular frame for physical education. All fifth grade students should be well-prepared to find success when completing the state's mandated physical fitness assessments for fifth-graders. We are promoting health and fitness as early as possible with our adoption of the 100 Mile Club program in 2013. This program encourages all our students to set goals and walk or run as many miles as possible.

Transitional Kindergarten

Transitional Kindergarten started in the 2012-2013 school year and continues with TK offered in Dual Immersion and non-DI. Splash is the current state adopted curriculum used in these classes for instruction.

PBIS

Sunnyslope Elementary School began initial implementation of PBIS (Positive Behavior Intervention Support) program in 2012-2013. A team was selected and attended a two day training in 2013 to learn about the social skills based program and bring the information back to the site. Further training was provided to the staff in 2013-2014 from the site PBIS coach. This program ensures instruction of the necessary universal expectations and social skills necessary for students to be successful and ready to learn. Teachers continued to attend PBIS trainings in the 2015-2016 school year have met the goal of having all staff fully trained by the 2016-2017 school year.

Dual Immersion Program

We are the first school in the district to offer the Dual Immersion Program. Students in this program learn to speak, read, and write in both English and Spanish, thus becoming bilingual and bi-literate. We currently have a total of 15 Dual Immersion classes. There are two classes in each of the kindergarten (one is a TK/K combination), first, second, third and fourth grades. There is one 5th grade class and one 6th grade class. Students receive instruction based on the same set of standards, with instruction being in Spanish 90% of the time in Kindergarten, and gradually increasing by 10% until instruction equalizes in 4th-6th grades with 50% English and 50% Spanish. This is typically referred to the 90/10 model of Two-Way language instruction.

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

In accordance with the State Framework, a minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations.

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

District instructional leadership teams have developed Units of Study (UOS) for Language Arts and Mathematics to ensure that all students receive the core curriculum for their grade level. At-risk students are provided multiple interventions to support specific learning skills needed throughout the day.

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

The faculty of Sunnyslope Elementary School addresses the needs of all students by diversifying instruction, providing additional specialized assistance, and using materials that are appropriate to their needs. Specifically:

Program for English Language Learners

Sunnyslope Elementary School currently serves approximately 400 English Language Learners (ELL). Spanish is the dominant language spoken by our school's English language learners. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. At this time, all of our teachers are authorized to teach EL lessons. Students who are at the Beginning, Early Intermediate, or Intermediate level also qualify to receive primary language support, in addition to the 30 minute daily EL lesson provided by their classroom teacher, by working with a bilingual tutor in a small group setting to support the classroom teacher. EL instruction is addressed through the HM Medallions curriculum that has been designed to meet the English Language Development standards.

The main goals of the English Language Learner program are for students to become fluent English speakers, demonstrating growth in all academic areas, in order to reach the same levels as their native-English speaking counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community.

Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT).

Sunnyslope Elementary School has an active English Language Advisory Committee (ELAC) that is elected from the parents of EL students. The ELAC meets periodically and advises the principal and School Site Council on the development of a master plan for English learners and the development of the school's needs assessment. It is also a forum where parents of English learners and other community members are informed of program options and ELD standards, and the function they serve.

Special Education Program

The Special Education Program at Sunnyslope Elementary School provides a wide range of services including: Speech Therapy provided by a licensed speech-language pathologist, a Resource Specialist Program (RSP); two preschool Special Day Classes (SDC); and an upper grade SDC class (grades 4-6). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student receiving Special Education services. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education Program

Gifted and Talented Education (GATE) students at Sunnyslope Elementary School are served in regular education classrooms using a variety of differentiated instructional methods. Students receive differentiated instruction daily, which may include special individual project studies (Ex: History Day Projects), enrichment activities, and directed higher level questioning through daily lessons. Students are identified through the use of state and district assessments, parent and teacher input, observations, special honors or recognition received, language spoken at home, and availability of enrichment experiences provided in the home environment. Our school currently serves approximately 31 gifted students in grades 3-6.

Program for EIA/Title 1 Students

Sunnyslope Elementary was identified as a Title 1 school from 1998-2010. In 2011, we were identified as a EIA (Economic Impact Aid) school for half of the school year and Title 1 for the second half. In the 2011-2012 school year, Sunnyslope was designated as a school-wide Title I School. We continue to hold that designation at this time. Title I funding supports an Extended Learning Opportunity (ELO) for students who have been identified based on their state, district, and classroom assessment results. This program concentrates on providing remedial instruction of the standards addressed in the student's classroom for both reading and mathematics.

Sunnyslope Elementary School holds an annual Title 1 parent meeting. During this meeting, discussions are held regarding how the Title I program can be improved, what assistance can be offered to Title I parents, and what role parents play in the education of their student(s). A survey of Title I parents is conducted once a year and the information gathered is used to improve the Title I program. Parents sign the Title I Learning Partnership Agreement and agree to assist their student in improving his/her academic performance. A copy of the Title I LPA is kept by the students' teachers.

LANGUAGE! Reading Intervention

Our Class-Size Reduction LANGUAGE! Intervention Teachers teach three levels of the LANGUAGE Intervention Program (Language! Focus on English Learning; 4th Edition) daily; Books A/B, and B/C. Each group receives 3 hours and 15 minutes of instruction. The LANGUAGE! program serves students in grades 4-6 who scored far below basic or below basic on previous CST Language Arts assessments and are reading at a level that is at least two years below their current grade-level, based upon teacher and district created assessments. The Language Program replaces the gradelevel UOS instruction. The phonics-rich program is designed to get students back on grade level in 2 years or less. Students who may qualify are assessed with the Language Diagnostic Placement Test in 3rd grade and placed into the LANGUAGE program accordingly. Students do not exit the program until they demonstrate an ability to be successful with grade level standards as determined by multiple testing measures (program and district based) as well as classroom performance.

Intervention teachers also provide Early Literacy Tier 2 Intervention for 1st & 2nd grade students and coaching to staff as needed and directed by site principal.

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)

Sunnyslope uses SBE-adopted, California State Standards-aligned instructional materials in English/Language Arts, Mathematics, Science, and Social Science. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards mastery of the CCCSS. In accordance with the CA curriculum guideline, the required minutes are ensured for reading/language arts: 1 hour for Kindergarten, 2.5 hours for grades 1-3 and 2 hours for grades 4-6.

The faculty of Sunnyslope Elementary School meets regularly in collaborative grade level teams to review curriculum, instructional practices and instructional materials in reference to the CCCSS. All Sunnyslope students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials, including all textbooks. (EPC 1) Each student is provided with his/her own textbook/anthology and practice book. Teachers use district adopted and supplemental resources to assist students to master State standards. All staff are provided core and supplemental instructional materials.

Opportunity and Equal Educational Access

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

Teachers at Sunnyslope Elementary School use multiple learning techniques such as cooperative learning, direct instruction, cross-age tutors, peer tutors, primary language assistance, instructional aides, bilingual tutors, and parent volunteers. Students have access to computers within classrooms and the library to assist them in learning. Our library offers a rich selection of books that are labeled according to reading levels and a "flex time" is offered to accommodate special projects, reports, themes, and topics. The library has also been made available to students and parents before school starts each day in order to provide students with a place to complete homework, study for tests, conduct research, read, and to complete special projects. Parents are encouraged to visit the library with their children to check out books and/or research materials.

Sunnyslope Elementary School identifies at-risk students through data. The focus is on literacy skills in all grades. Students are offered additional support through grade level intervention strategies to develop reading skills. High Quality Credentialed teachers and instructional aides work with students during intervention on reading, writing and math throughout the school year. Teachers utilize supplemental materials available through the Houghton Mifflin language arts series in addition to other resource materials for mathematics review and instruction. Teachers also use Units of Study and pacing guides for planning and instruction. Students in grade TK-6 are supported in the classroom with Universal Access, strategic intervention, supplementary instructional materials and varied instructional strategies. Transitional kindergarten will be provided with supplemental materials that will focus on the diverse needs of the students.

There are two full time intervention teachers that focus on students who are not meeting grade level standards. They work with small groups of 5-6 students on skills that are needed to meet grade level standards. Primary grade students also receive additional interventions from the intervention teachers in the afternoon with Kindergarten teachers. This is in addition to the intervention teachers giving them assistance as well in a small group setting. Staff development strategies that provide additional support to students who are not meeting proficiency on the Common Core Standards. Some of the strategies include graphic organizers, sentence frames, and academic language, in turn, these strategies assist those students who need a different approach to the curriculum.

Preschool Transition Plan

Through a newsletter sent out to all parents of Sunnyslope students, pre-kindergarten children and their parents are invited to a Kindergarten Meet & Greet day prior to the first day of school. Parents have the opportunity to view a slide show presentation of what a day in kindergarten entails. At this event, parents receive a copy of the district's kindergarten and transitional kindergarten standards. Teachers stress the importance of social and academic development and give parents ideas for a successful beginning in Transitional Kindergarten or Kindergarten. Our state preschool and SDC preschool classes take time to tour the kindergarten classrooms and meet the teachers to ease the transition into kindergarten during the school year as well. They also share the playground and become familiar with the school facilities, and playground equipment during their preschool year.

Transitional Kindergarten

Beginning in the 2012-2013 school year, parents were given the option to enroll their preschool aged children in our new Transitional Kinder program if their children met the birthdate criteria. Those students will be instructed in a combination class (TK/K) with separate curricula. Transitional Kindergarten and traditional Kindergarten students both participate in a 200 minute program daily.

Technology Plan

Sunnyslope Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Teachers will expose students to the wealth of information and services available to them through various media. Students will acquire the skills necessary in the ISTE (International Society for Technology) in Education Standards. Students will be prepared for fluency in using technology.

The Digital Gateway initiative will be implemented further in 2016-17. JUSD's Digital Gateway initiative will equip each student in grades 2-12 with a Chromebook to take to and from school, and Kindergarten & 1st grade students will have a Chromebook assigned to them for use in the classroom each day. Each Chromebook will be monitored and filtered to protect students while online.

Digital Gateway will:

- Increase student engagement and productivity through personalized learning and equal access to technology.
- Extend and expand learning beyond the school day – anytime, anywhere learning 365 days a year, 24/7.
- Provide all students with 21st century tools and relevant learning experiences.
- Increase 21st century skill development in collaboration, communication, creativity, critical thinking and problem solving, digital literacy, and global awareness.

Our Kindergartners also use iPads in small group learning opportunities. We will utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success.

14. Research-based educational practices to raise student achievement

As stated above, student performance and products are analyzed to identify instructional gaps and skills that need to be re-taught. Student progress is tracked through regular assessment and monitoring. Additionally, a high priority is placed on first-best instruction. The first time a concept is taught it needs to be done so with excellence and effectiveness. Staff development has focused around important instructional concepts such as maximizing student engagement, utilizing effective strategies for English Learners and at-risk students, building academic language, and utilizing effective scaffolding. Additionally, after-school tutoring and programs are made available to many students providing them with more time and opportunities to learn

important concepts and skills.

Parental Involvement

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

An Outreach Worker position was established in 2016 to support the home-school connection and has implemented and connected families to resources and additional supports to provide the best opportunity for students to arrive at school ready to learn.

Media Clerks have extended hours five days a week for a total of 8 hours. The after school program is also available 5 days a week from 2:30 to 6:00 pm. There are five parents on the School Site Council and 162 parents belong to PTA. During the school year, parents are invited to attend ELAC meetings. Parents and teachers served on the PTA executive board. The PTA held fund raising activities for field trips, assemblies and meeting the needs of the school. We will continue to encourage parent participation through PTA activities, serving as classroom volunteers, serving on School Site Council, serving on English Language Advisory Council, and helping with other school programs or activities. Community involvement activities include Family Movie Night, Title I parent meetings, GATE parent meetings, nutrition workshops, Cinco de Mayo Celebration, Red Ribbon Week, book fairs, Skills Days, Christmas Program, monthly student awards assemblies, Reading Incentive Program and Read Across America. Students are given the opportunity to participate in the Think Together Program, an after school program that assists with homework. The coordinator communicates with the home teacher in regards to completion of homework.

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)

Parent trainings are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Night, in addition to the numerous activities described in item #15, are held each year to keep the parents informed of the academic programs and expectations at the school as well as encourage school environment.

Funding

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

The primary services provided to under-performing students using the Local Control Funding Formula (LCFF) are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. These items are discussed in item two above under the sub-categories of English Language Learner Program, Special Education Program, Gifted and Talented Program, and the Title I Program.

Other funding programs that assist students in meeting standards are:

Title III Funds

The Title III funds are used to provide intensive English instruction for English language learners at the beginning, early intermediate, and intermediate levels of English Language Development (ELD) with the assistance of a bilingual language tutor. Students have also been invited to participate in the Extended Learning Opportunity - ELO, that provides instruction after school. EL students in this program have benefited greatly from the additional attention to their ELD skills. These monies also pay for child care, materials, supplies, and incentives for parent meetings held throughout the year.

Extended Day (ELO)

Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis in Language Arts (reading) and mathematics. The focus is on essential standards in grades K-6. Students' current levels of achievement in both mathematics and Language Arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. Students are re-tested and re-taught until mastery is demonstrated. Since many of our at-risk students are English learners, we also emphasize English fluency.

Drug, Alcohol, Tobacco Education; Violence Prevention; Red Ribbon Week and Yellow Ribbon Week A goal of Sunnyslope staff is

to give students the knowledge needed to make healthy life choices. Programs/events at the school allow students to increase their knowledge of the negative effects of tobacco, alcohol and other drug use, increase their self-confidence, develop positive peer relationships and engage in positive activities. Students learn self esteem, decision making, refusal skills and coping strategies. Students also gain information regarding nicotine, drugs, and tobacco use through Red Ribbon Week and Yellow Ribbon Week activities, assemblies, and instruction from district personnel.

A class-size reduction Intervention teacher also provides additional support to students in grades 1-3 who are struggling to meet grade-level standards in the language arts. The teacher provides small group instruction in the afternoons focusing on basic literacy skills, based upon data gleaned from DIBELS assessments.

The Communication Enhancement Program (CEP) at our school site is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

18. Fiscal support (EPC)

The instructional program at Sunnyslope Elementary is supported by funding from: Title I, LCFF-LI, and LCFF-EL, & Title III. In addition to the site allocation of funding, the district categorical funds also support the instructional program. As indicated in the school plan these funds are used to ensure that all students access the core curriculum by supporting, intervention, parent involvement, staff development, and by providing support materials.

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement

Teachers need planning time to coordinate and align standards-based instructional practices, materials, and programs. Release Days & Planning time has been provided for grade levels on each Wednesday by creating a minimum day. The time can also be used for staff development, as needed.

English language learners often do not have the literacy skills to successfully complete work that meets assigned gradelevel standards. We have intensified our efforts to provide quality ELD instruction to students at their language level using HM Medallions for the required 30 minutes of EL instruction per day. Our classes have been composed of the same language level students to the best of our ability. As new students come to our school, every effort is made to give them an appropriate placement according to their language level. In addition, Bilingual Tutors offer classroom Language support.

Additionally, many of our students' parents have very limited command of the English language. To address the language barrier that is common within our school community, all parent meetings are translated in Spanish so that parents can participate. Translation services are also provided at parent-teacher conferences. Our office clerks are bilingual in English and Spanish and are always available to assist with translation for parent meetings, phone calls, and parent letters sent home. Every effort is made to ensure that parents are well informed of classroom events, curriculum, and concepts introduced.

There continues to be an on-going need to increase parental involvement throughout the school. The Sunnyslope PTA & staff have worked hard to bring 2-3 Parent Nights per trimester to our school and several staff members are active PTA board members. Our School Site Council has five active parent members and five active faculty members. Our ELAC group is also well-served by active parents and community members. All of these groups work together to create a welcoming environment for students, teachers, parents and community members. It is acknowledged that cooperation among all these groups is essential to increasing the academic success of our students.

Another identified barrier to active parent/guardian participation in school activities is the need for childcare. As a result, childcare is also offered during all SSC and ELAC meetings.

Many within our school community feel they are unable to assist their children at home with classroom assignments and other academic endeavors. An Outreach Worker position was established to improve parent outreach programs. The liaison will work to create three evening events over the course of the school year that will provide information for parents on how to help their

children at home. Potential themes for these evening events include: Use of the Internet, Mathematics Instruction, Reading/Literacy Strategies, Using the Library, Effective Discipline and Personal Organization Strategies.

Lack of regular and consistent attendance for some students is currently being addressed, with the district Student Attendance Review Team (SART) & district SARB procedure being fully implemented. Students are encouraged to be at school on time to maximize their learning potential. Principal looks critically at all requests for Independent Study to ensure that students are missing school for only the most serious of reasons.

While remedies to many of these areas have been addressed, an ongoing discussion of possible solutions has been the topic of staff and parent meetings. As solutions to these barriers are found, they are incorporated into this plan and reflected in the budget.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	106	104	101	104	101	99.0	95.3
Grade 4	111	111	109	111	108	111	98.2	100
Grade 5	123	107	123	106	123	106	100.0	99.1
Grade 6	116	115	114	114	114	114	98.3	99.1
All Grades	455	439	450	432	449	432	98.9	98.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2390.5	2383.9	8	12	18	12	40	38	34	39
Grade 4	2420.0	2432.4	7	10	20	27	26	21	46	42
Grade 5	2454.0	2469.0	7	8	22	25	20	26	50	40
Grade 6	2499.3	2496.6	9	8	28	29	32	27	31	36
All Grades	N/A	N/A	8	9	22	24	29	28	40	39

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	11	48	41	41	49
Grade 4	8	8	43	45	49	47
Grade 5	11	11	36	44	53	44
Grade 6	11	13	46	45	42	42
All Grades	10	11	43	44	47	45

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	9	51	44	39	48
Grade 4	10	14	47	50	43	37
Grade 5	11	14	46	42	43	44
Grade 6	18	10	49	53	33	38
All Grades	12	12	48	47	40	41

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	8	66	64	29	28
Grade 4	7	14	62	57	31	29
Grade 5	13	6	46	69	41	25
Grade 6	14	11	61	62	25	27
All Grades	10	10	59	63	31	27

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	11	58	52	29	37
Grade 4	8	20	64	50	28	31
Grade 5	19	23	51	54	30	24
Grade 6	17	30	64	46	19	24
All Grades	14	21	59	50	27	28

Conclusions based on this data:

1. During the 2016-17 school year we began to use CAASPP data to determine student growth and declines. We will also use previous school year data to help guide intervention and teaching strategies
2. Listening strand are a strength for Sunnyslope students, with 73% of students at or above the standard and 27% below standard.
3. Reading strand is a large area of focus for Sunnyslope instruction, with 45% of students below standard.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	106	102	102	102	102	97.1	96.2
Grade 4	111	111	110	111	110	111	99.1	100
Grade 5	123	107	121	106	121	106	98.4	99.1
Grade 6	116	115	115	114	115	114	99.1	99.1
All Grades	455	439	448	433	448	433	98.5	98.6

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2413.9	2396.2	7	7	31	22	34	36	27	35
Grade 4	2447.7	2443.4	4	5	27	23	42	41	27	31
Grade 5	2450.1	2447.9	6	5	8	10	27	27	59	58
Grade 6	2492.9	2492.1	11	15	16	16	36	27	37	42
All Grades	N/A	N/A	7	8	20	18	35	33	38	41

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	16	50	36	33	48
Grade 4	15	15	35	36	49	49
Grade 5	7	7	25	24	69	70
Grade 6	15	19	42	31	43	50
All Grades	13	14	38	32	49	54

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	12	51	44	36	44
Grade 4	4	6	53	56	43	38
Grade 5	5	9	36	28	59	62
Grade 6	6	14	51	37	43	49
All Grades	7	10	48	41	46	48

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	12	65	62	20	26
Grade 4	11	10	49	52	40	38
Grade 5	9	5	41	42	50	53
Grade 6	12	14	52	51	36	35
All Grades	12	10	51	52	37	38

Conclusions based on this data:

1. During the 2016-17 school year we began to use CAASPP data to determine student growth and declines. We will also use previous school year data to help guide intervention and teaching strategies
2. Communicating Reasoning strand is a strength for Sunnyslope students, with 62% at or above the standard and 38% below standard.
3. Concepts and Procedure, where students are applying mathematical concepts and procedures, is an area of strong focus with 54% of students below standard.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				8	25	13	38	25	31	38	50	31	15		25
1		1	6	16	35	40	65	44	33	15	9	15	4	10	6
2		1	6	16	35	40	65	44	33	15	9	15	4	10	6
3	3	3		31	23	20	34	51	51	16	14	25	16	10	4
4	2	6	13	37	28	32	40	44	44	12	10	6	10	12	5
5	4	12	5	45	38	36	28	40	44	19	8	13	4	2	3
6	11	8	20	39	51	45	47	26	23		13	8	3	3	5
Total	4	5	7	29	30	29	45	43	41	15	15	17	7	7	6

Conclusions based on this data:

1. Since 2013-14, the number of students scoring advanced on the CELDT has increased from 4% to 7%.
2. 25% of our Kindergarten students scored at the beginning level on the CELDT.
3. 65% of our 6th grade students scored in the Early-Advanced or Advanced proficiency level on the CELDT.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				5	9	5	33	26	28	27	34	33	35	31	34
1		1	6	16	34	40	63	44	33	14	9	15	7	11	6
2		1	6	16	34	40	63	44	33	14	9	15	7	11	6
3	3	3		29	22	19	31	50	48	15	15	24	22	11	9
4	2	6	13	37	27	32	40	42	44	12	10	6	10	15	5
5	4	12	5	44	37	35	27	40	43	19	8	13	6	4	5
6	10	7	20	39	51	45	46	24	23		12	8	5	5	5
Total	3	4	6	25	26	25	42	40	38	16	17	20	15	13	12

Conclusions based on this data:

1. When including the initial CELDT testing for our Kindergarten students, the students scoring beginning increased from 25% to 34%.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	334	342	325
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	334	342	325
Number Met	177	182	184
Percent Met	53.0%	53.2%	56.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	310	99	311	95	311	78
Number Met	61	44	68	48	70	39
Percent Met	19.7%	44.4%	21.9%	50.5%	22.5%	50.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Reclassification numbers are increasing yearly. Our strength is working to reclassify students with less than 5 years as English Learners.
2. The reclassification of students with 5 or more years of EL instruction has been the closest to meeting the target in 2014-15, than in previous 3 years.
3. BLT's will continue to monitor along with teachers students are are 5 or more years and work closely with the Expanding group of students for the 16-17 school year. They will concentrate their efforts on Productive areas of development with presenting, writing, supporting opinions and retelling texts.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6532	6420	6,202
Percent with Prior Year Data	100.0		100
Number in Cohort	6530	6419	6,202
Number Met	3888	3864	3,764
Percent Met	59.5	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3936	3397	3840	3402	3,582	3,368
Number Met	914	1862	921	1881	864	1,874
Percent Met	23.2	54.8	24.0	55.3	24.1	55.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The district continues to make progress towards meeting the AMAO 1, AMAO 2 and AMAO 3 targets, with the target being met for AMAO 2 5< student group.

Planned Improvements in Student Performance

School Goal #1: College and Career Ready

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 performance index (API) and adequate yearly progress growth (AYP) 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:

LEA/LCAP GOAL:
All Students will be College and Career Ready.
SCHOOL GOAL #1: College and Career Ready
All students will be college and career ready.
SMART GOAL: (Specific, Measurable, Attainable, Results-Based, Time Bound)
By the end of sixth grade, all Sunnyslope students will be utilizing an organization and planning tool to support their academic success and will have a college-mindset as evidenced by report cards, student work samples & student discourse.
Data Used to Form this Goal:
Based on Identified Metrics: <ul style="list-style-type: none">• 100% staff attended ELA/UOS McGraw-Hill training and NGSS training on August 3rd & 4th. Staff who did not attend in August attended during the school year.• Technology support with on and off site PD. Technology Coordinators hosting one-on-one sessions.• Walkthrough and observation data, 100% staff implementing UoS• Consistent Grade-Level Collaboration (Electronic Summary Form utilized through Google Forms)
CAASPP Data- Met or Exceeded Target Overall ELA- 33%, Math- 26% ELA by grade- 3rd-24%, 4th- 37%, 5th – 33%, 6th -37%. Math by grade – 3rd – 29%, 4th – 28%, 5th – 15%, 6th – 31%
Currently, students receive best first instruction (TIER 1) & Small Group Instruction (TIER 2) by their classroom teacher. In addition, specialized intervention groups (TIER 3) are provided through primary intervention using DIBELS & IDEL for progress monitoring and flexible grouping for Kinder-2nd grade students; 31 students in Language! Grades 4-6; 195 students received ELO Intervention over three 2-week sessions.
AMAO Data (not new data for 2016-17) AMAO 1 – 56.6%- SSE did not meet the target AMAO 2- 22.5% - SSE did not meet the target AMAO 2b- 50% - SSE did not meet the target

Findings from the Analysis of this Data:
Coaching and PD support for core subjects with focus on integrated ELD; year two of implementation of AVID strategies schoolwide; coaching and PD support with technology strategies; support teachers and students with 1:1 implementation; support teachers with implementation of UoS in ELA, Math & NGSS
How the School will Evaluate the Progress of this Goal:
Common Formative Assessments District & State Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS Implementation *Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis – 2 release days / year from site budget and 1 optional release day with an Instructional Coach (District Budget) *Fully implement Transitional Kindergarten (TK) curriculum aligned to California Standards based on district-developed bridge between preschool foundational learning skills to Kindergarten California Standards, provide assessments and data collection for TK students through baseline, benchmark, portfolios, and data collection through EADMS and data analysis forms. *Implementation of AVID schoolwide, including continued staff development through AVID PATH trainings, BOOST trainings, AVID Summer Institute, & college tours and visits to local universities for students in grades 4-6. *Continued implementation of NGSS mini-units to support Next-Generation Science Standards *Coordinate staff development and in class support for AVID, UoS implementation, technology, Math Review, and the Collaborative Teaching model – colleagues, BM and technology coordinators, instructional coaches, and district personnel *Provide conference opportunities for teachers to support CSS implementation, Inclusion, AVID, and Instructional Coaches will provide ongoing support *Provide release time/subs for teachers for extensive planning including UoS planning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments. *Provide release time for primary teachers to assess student	07/01/2017-06/30/2018	Principal Teachers Support Staff	Substitute, Tchr	1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	19960
			Materials & Supplies	4000-4999: Books And Supplies	Title I Basic -- 3010	9287
			Travel/Conferences	5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	5000
			Travel/Conferences	5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3000
			Materials & Supplies	4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	500
			Laminate for Materials	5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	100
			Suspense	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	14900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>progress in early literacy using DIBELS progress monitoring and benchmark assessments</p> <p>*Full Time Elementary Media Center Clerk</p> <p>*Release time for teachers to attend 6th grade Science Camp</p> <p>*Purchase of additional Math FUN resources to support number sense</p> <p>*Classroom supplies budget of \$175/teacher</p>			<p>Printing Supplies</p> <p>Salary, Clerk, Hrly</p> <p>Materials and Supplies</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Basic -- 3010</p> <p>Title I Basic -- 3010</p> <p>LCFF Suppl/Conc -- 0707</p>	<p>500</p> <p>433</p> <p>11916</p>
<p>Intervention:</p> <p>*Provide additional time in the instructional day to allow for Language Arts strategic intervention/foundational skills aligned CSS.</p> <p>*Provide GATE students with extended opportunities for differentiated instruction.</p> <p>*Extended Day Learning Opportunities (Grades 1 – 6) with a focus for each trimester</p> <p>*Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)</p> <p>*Continue 2 FTE intervention support Language Intervention, Early Literacy, and Tier 2 Intervention.</p> <p>*Provide resources for implementation of intensive interventions for students</p> <p>*Partnerships with local Universities to support student teachers at Sunnyslope</p> <p>*AVID Responsibility Room will be phased-in to support AVID Strong strategies.</p>	07/01/2017-06/30/2018	Principal Teachers Support Staff	<p>Hourly, Tchr</p> <p>Hourly, Tchr</p> <p>Salary, Tchr (Intervention)</p> <p>Salary, Tchr (.50 Intervention)</p> <p>Salary, Tchr (.50 Intervention)</p> <p>Copier Maintenance Agreements</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF Suppl/Conc -- 0707</p> <p>Title I Basic -- 3010</p> <p>Title I Basic -- 3010</p> <p>LCFF District -- 500 0707</p> <p>Title II District -- 500 4035</p> <p>Title I Basic -- 3010</p>	<p>3000</p> <p>15900</p> <p>98353</p> <p>62882</p> <p>62882</p> <p>1500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Copier Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	1000
			Salary, Clerk, Hrly	2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	250
<p>EL Support:</p> <p>*Bilingual Language Tutors (5 @ 3 hrs, and 1 @ 6 hrs.) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten).</p> <p>*Purchase Additional support materials for ELD</p> <p>*Extra Clerk Hours to support Student Registration</p> <p>*Provide release time and supports to analyze CELDT/ELPAC data, collaborate to determine potential student needs and goals, and collect additional data to monitor progress.</p> <p>*The curriculum of Extended Day (ELO) will address the ELD needs of the English Learner.</p> <p>*Release time & teacher hourly pay to support Dual-Immersion parent meetings once each trimester.</p>	07/01/2017-06/30/2018	Principal Teachers Support Staff	Salary, Instructional Aide (.75 BLT)	2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	7059
			Salary, Instructional Aides (2 BLTs)	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	62210
			Substitute, Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	1000
			Substitute, Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	493
			Hourly, Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	5123
			ELD Supplemental Materials	4000-4999: Books And Supplies	Title III LEP -- 4203	1261
			Salary, Instructional Aides (BLTs)	2000-2999: Classified Personnel Salaries	Title III District -- 500 4203	47048

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Sub, Classified Support	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	95
			Salary, Clerk, Hrly	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	1000
			Salary, Clerk, Hrly	2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	350
Resources: <ul style="list-style-type: none"> • Purchase additional materials to support AVID implementation, UoS, ELD, NGSS, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives • Supplemental ELA/ELD, Mathematics & NGSS materials • Digital Resources including school wide licenses for MobyMax, NewsELA, & Mystery Science. • Technology and software support for classroom integration *Provide materials to support Science Fair participation *Development of Makers Space activities and spaces to support inquiry and STEM *Digital Citizenship schoolwide plan to build students digital literacy and citizenship	07/01/2017-06/30/2018	Principal Teachers Support Staff	Materials/Supplies	4000-4999: Books And Supplies	Title I Basic -- 3010	8000
			Print Shop	5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3500
			Software Licenses	5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	4500
			Technology Supplies	4000-4999: Books And Supplies	Title I Basic -- 3010	1000
			Technology Supplies	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	1000
			Library Books	4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	335

Planned Improvements in Student Performance

School Goal #2: Safe, Orderly, and Inviting Learning Environment

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 performance index (API) and adequate yearly progress growth (AYP) 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:

LEA/LCAP GOAL:
All students will have a safe, orderly, and inviting learning environment.
SCHOOL GOAL #2: Safe, orderly, and inviting, learning environment.
Continue PBIS training and site plan improvements for Tier I and Tier II behaviors; continue to work with activity supervisors and support staff on playground procedures; use social story books to support teaching social expectations & review school wide expectations with all students on an ongoing basis including incentive programs to reward those who follow expectations, hold SART meetings for chronic absenteeism students, and equally reward students with 98% attendance and above, and hold mental health referral information in the office for parents and with Outreach Worker & Social Worker Intern.
SMART GOAL: (Specific, Measurable, Attainable, Results-Based, Time Bound)
By the end of 2017-18 school year, each Sunnyslope student will attend school for 180 days with a positive and safe experience each day as measured through attendance and discipline data.
Data Used to Form this Goal:
Student Discipline Data Attendance Data Staff Feedback Student, Parent, Staff Surveys
Metrics: <ul style="list-style-type: none">• Decrease in Suspensions and Expulsions• Increase ADA recovery for attendance• Increased attendance of chronic absentees with Saturday School and monthly SART meetings as needed• Increase attendance rate to 97% or higher for the 2017-2018 school year• Reduce the number of tardies by 10% via incentive programs and advertisement• Increase ADA from 96.29% this year to 97.00%• Work to decrease suspension rate by implementing successful student interventions• 100% of staff will display the weekly social skills posters designed by the PBIS team and routinely review them with students• Expectation by Location posters will be displayed in designated areas around the school• Continue with PBIS incentive programs on campus- Reading with the Principal, SNACK attack, DINO Dollar Ticket monthly winners, Lunch with the Principal at Shakey's, Game Room incentive, mini behavior charts with incentives to promote positive behavior on the playground for Tier II behavior students
*Health Aide on campus for 3 hours daily
*Increase number of students participating in the 100 Mile Club to support Healthy Body/Healthy Minds initiative

*If funded, implement grant outcomes for Physical Education

Findings from the Analysis of this Data:

- Following maintenance needs met: new carpet in all classrooms, office modernization (Summer 2017), 8 additional classrooms, exterior painting of all school buildings, and work order system implemented.
- 100% of staff will be PBIS trained
- Shift towards utilizing a school-wide structure on behavior interventions that are relationship-grounded between teacher and student and not office-driven.
- Anonymous, but by grade level, behavior incident, intervention shared each trimester
- * Behavior Intervention Team (BIT) meetings implemented Spring 2017
- * Bucket Filler program launched and supported through use of Praise Notes and classroom incentives when bucket is filled.
- * School track was installed (Summer 2016)

Data so far this year:

- 325 behaviors documents in Visits
- 595 Corrective Actions Taken
- Social Skills Lunch Group - 2x year
- Weekly emails with behavior intervention tips

Attendance (include attendance incentives)

- YTD SSE: 96.2%, decrease of 0.2% to 2015/16 YTD
- * Saturday School attendance was 335 students for 2016-17, an increase of 102 students from 2015-16 school year.
- Focus on SART/SARB Process with parent meeting for every student targeted as Chronic Absence
- Weekly Top Attendance Classroom trophy winner and displayed on marquee
- * Perfect Attendance for each trimester is recognized at award ceremonies
- Office Display with previous week data compared to district average
- Attendance data shared with staff routinely
- Focus on building awareness and community buy-in on maintaining a clean campus - Dino Dollars used and photos shared on DinoTV.
- Student Drop-Off/Pick-Up Revamped: Increase student safety, but difficulty covering all entry points and student supervision
- Emergency Preparedness
- Large increase in safety supplies
- Safety Plan Revamped
- Google Form Staff Reflection collected for input on revisions/additions -
- Staff Safety meetings, DinoTV Safety Talks, YouTube Teacher Safety Videos by Principal
- Monthly Safety Drills
- PBIS implementation continues via monthly PBIS team meetings.
- PBIS coach disseminates information to PBIS team and staff at staff meetings
- PBIS resources including lesson plans, templates, activity ideas made available for each site selected social skill on our PBIS file on site share

How the School will Evaluate the Progress of this Goal:

Outreach Log
 Student Discipline Data
 Attendance Reports
 Staff & Parent Input

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • PBIS Resource materials to support PBIS implementation on campus – instructional materials (staff, parents, student) * BucketFiller & Praise Note recognition on DinoTV and class celebrations • Saturday school enrichment materials * Routine and strategic teaching of social skills through PBIS. • Health Care Aide (HCA) to support health services and parent communications • Work orders for campus repairs will be made in a timely manner and followed up on their completion. • Schedule monthly PBIS meetings to refine and improve our PBIS program * Release Time for Behavior Intervention Team (BIT) • Continue with Social Skills Day at the beginning of the year with Student Council and support staff (Classes rotate to each location determined by our PBIS Expectation by Location posters to review expectations in that location) • Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, and to prepare for upcoming events. • Continue to improve customer service in the office – update furniture and decorations, add photo albums of school events for parents to look at while waiting for assistance, and provide a more welcoming environment overall • Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program. • Funding to support PBIS incentive programs and attendance incentives in place – Bucket Filler lunch at Shakey's pizza each month, prizes, medals, SNACK attack, certificates, games, 	07/01/2017-06/30/2018	Principal Teachers Support Staff	PBIS Resource Materials	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	1000
			Saturday School Enrichment Materials	4000-4999: Books And Supplies	Title I Basic -- 3010	500
			Health Care Aide (.5 position)	2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	12949
			Health Care Aide (.5 position)	2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	12609
			Activity Supervisor Meetings	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	1500
			PBIS Incentives	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	2000
			Safety Supplies	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	1000
			100 Mile Club Materials	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>stickers, School Spirit T-shirts, printing costs for tickets and posters (vinyl and poster papers)</p> <p>* Purchase Dynamic Dino award t-shirts to recognize those students receiving recognition at award ceremony.</p> <ul style="list-style-type: none"> • Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site specific needs. Release time for development of the plan • Subs and conference fee for safety team members to attend professional development to support the development of our site safety plan • Purchase materials as needed to support the development of our site safety plan • 100 Mile Club support (student ID cards, t-shirts, incentives, etc) <p>* Routine award assemblies to recognize academic, behavior and attendance achievement</p> <p>* Mandatory use of RAPTOR visitor and volunteer system to provide a more safe campus with the purchase of required supplies.</p> <p>* Have 75% of parents registered for Remind school notifications to improve safety communication</p>			Activity Supervisor Meetings	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	143

Planned Improvements in Student Performance

School Goal #3: Parent, Student and Community Engagement

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 performance index (API) and adequate yearly progress growth (AYP) 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:

LEA/LCAP GOAL:
All students will feel connected to their school community through engaging educational practices and partnership with parents and community.
SCHOOL GOAL #3: Parent, Student and Community Engagement
All students will benefit from the school engaging and sustaining the trust and involvement of parents and community in the educational process.
SMART GOAL: (Specific, Measurable, Attainable, Results-Based, Time Bound)
By the end of 2017-18 school year, the interaction between the school site and students & families will have increased resulting in a benefit to student's whole-being.
Data Used to Form this Goal:
Metrics: <ul style="list-style-type: none">• Increase parent involvement in the classroom• Increase # of parent engagement opportunities; Increase % of parents taking advantage of those opportunities• Increase parent and student satisfaction on parent and student surveys• 100% goal of parent participation for Parent Teacher Conferences in 2017- 2018• Increase the number of members joining PTA from approximately 75 members to 200 or more members.• Frequent sharing of school events will be sent out via Remind, Facebook, & ClassDojo Parent Feedback Teacher Feedback Student Feedback Surveys
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• 100% of classified staff attending staff PD by site• Multiple opportunities of parent engagement opportunists (Cinco de Mayo, Family Literacy Class, Social Skills Day, Boo Parade, SSC, ELAC, PTA, GATE workshops, Dr. Seuss Literacy Night, Family Walk to School Events, Family Movie Nights, Father Daughter Dance, Mother-Son Dance, Awards Assemblies, Band Concerts, technology classes, and parent meetings on school programs)• Schoolwide goal to meet with 100% of parents during Parent Teacher Conferences in the fall- accomplished• 97% of DI parents state that the teacher supports child's education, 96.7% DI Parents state the district supports their needs in child's education

- ClassDojo messages to families regarding upcoming events or classroom information from the teacher and school site

How the School will Evaluate the Progress of this Goal:

Parent Feedback
 Teacher Feedback
 Student Feedback
 Parent Engagement Tools Data
 Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Use of the RAPTOR system and Volunteer Appreciation Ceremony to show appreciation to parents. • Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events (planning childcare, refreshments, etc) • Parent training and student outreach based on site-based parent and student needs (i.e. school programs, PBIS, CCSS) • Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, 6th Grade Booster Club) <p>*Provide refreshments & babysitting for parent meetings.</p> <ul style="list-style-type: none"> • Selection, Purchase, and order parent support materials • Parent Access to technology and resources in the library before school, over lunch time & extended afternoon hours. • Use Social Media to build school culture and community buy-in • Use of Remind and ClassDojo to increase effective and frequent communication with parents on student progress. <p>*Translation of parent meetings and print materials will be made available when needed/requested.</p> <p>*Outreach Worker will continue to connect families to school and support students through empowering families with resources.</p> <p>*Partnership for a part-time licensed social worker to support student mental health services</p> <p>*Partnership with Borrego Health and other services to provide support to students and families</p> <p>*Students clubs will be supported to increase student engagement at school (i.e. Student Council, Student Technology Team, Student DinoTV Club).</p>	07/01/2017-06/30/2018	Principal Teachers Support Staff Students Parents	Parent Meeting Refreshments	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	1000
			Teacher Hourly for Meetings	1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	1000
			Outreach Worker (.5 position)	2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	25468
			Translator / Clerk Typist (.5 position)	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	29620
			Salary, Clerk, EMCC	2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	62171
			Classified Hourly - Babysitting	2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1503
			Parent Support Materials	4000-4999: Books And Supplies	Title I Basic -- 3010	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Parent Support Materials	4000-4999: Books And Supplies	Title III LEP -- 4203	530
			School Event Materials	4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	1000
			Consultants for Parents/Students	5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	3000
<ul style="list-style-type: none"> *Dual-Immersion meetings and workshops each trimester *Enhancement of Outreach Room (Room A) to provide a more welcoming environment *School Spirit Days (Monday-College Shirts, Wednesday-100 Mile Club, Friday-Sunnyslope shirts) *Increased emphasis on parent volunteers in the classroom to promote family involvement *Continued development of students through Student Council *Development of Student Technology Team to support technology integration *Active ThinkTogether program that will support student activities and student academics during the school day. *Active staff and parent participation at SST, BIT, IEP & Conferences *Active 6th Grade Booster Club and PTA to support student activities and engagement 	07/01/2017-06/30/2018		Consultants for Parents/Students	5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2500
			Classified, Hourly Babysitting	2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	1600

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Basic -- 3010	210,800.00	0.00
Title I Parent Involvement -- 3010 1902	2,338.00	0.00
Title II District -- 500 4035	62,882.00	0.00
Title III District -- 500 4203	47,048.00	0.00
Title III LEP -- 4203	9,100.00	0.00
LCFF Suppl/Conc -- 0707	149,600.00	0.00
LCFF District -- 500 0707	137,662.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF District -- 500 0707	137,662.00
LCFF Suppl/Conc -- 0707	149,600.00
Title I Basic -- 3010	210,800.00
Title I Parent Involvement -- 3010 1902	2,338.00
Title II District -- 500 4035	62,882.00
Title III District -- 500 4203	47,048.00
Title III LEP -- 4203	9,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	263,977.00
2000-2999: Classified Personnel Salaries	272,624.00
4000-4999: Books And Supplies	58,229.00
5000-5999: Services And Other Operating Expenditures	24,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	62,882.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	74,780.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	102,784.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	34,816.00
5000-5999: Services And Other Operating	LCFF Suppl/Conc -- 0707	9,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	135,213.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	39,200.00
4000-4999: Books And Supplies	Title I Basic -- 3010	20,787.00
5000-5999: Services And Other Operating	Title I Basic -- 3010	15,600.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,503.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	835.00
1000-1999: Certificated Personnel Salaries	Title II District -- 500 4035	62,882.00
2000-2999: Classified Personnel Salaries	Title III District -- 500 4203	47,048.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	7,309.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,791.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	455,337.00
Goal 2	32,701.00
Goal 3	131,392.00

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
Cynthia Hernandez		X			
Maria Del Rosario Arroyo				X	
Cristina Calvillo				X	
Debra Manka			X		
Claudia Cortez		X			
Alma Chavez				X	
Patty Tewell				X	
Nicholas Blake	X				
Yolanda Corona		X			
Marcela Cervantes				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature



X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 05/22/2017.

Attested:

Nicholas Blake

Typed Name of School Principal



Signature of School Principal

05/22/2017

Date

Cynthia Hernandez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

05/22/2017

Date