

The Single Plan for Student Achievement

School: Hill Creek Elementary
CDS Code: 37 68361 6085161
District: Santee School District
Principal: Suzie Martin
Revision Date: December 21, 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: Suzie Martin
Position: Principal
Phone Number: 619-956-5000
Address: 9665 Jeremy St.
Santee, CA 92071-2836
E-mail Address: suzie.martin@santeesd.net

The District Governing Board approved this revision of the SPSA on March 2018.

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School Vision and Mission

Hill Creek Elementary's Vision and Mission Statements

Hill Creek School provides a safe environment that values the unique individual differences of each child, allowing them to meet their full potential. Facilitated by dedicated teachers, the curriculum is highly challenging and purposeful, empowering students to be innovative, productive members of their community in a global society.

School Profile

Hill Creek School is a community school serving kindergarten through eighth grade students. There is also Transitional Kindergarten program and a YALE preschool program on site. Hill Creek School is a neighborhood school located at 9665 Jeremy St. on the east part of Santee. As a school in the Santee School District, it serves the student community from its immediate neighborhood as well as the surrounding areas. The staff is fully credentialed in their subject areas and students come from diversified backgrounds.

Enrollment displays multiple classrooms at each grade level with multiple ethnicities represented: 0.9 American Indian, 1.3% Asian, 1.2% Filipino, 25.4% Hispanic, 0.3% Pacific Islander, 57.7% White, 10.3% Two or more ethnicities represented. Staff has the opportunity to instructionally team together as part of whole group and small group professional development. Staff members and parents both participate in many leadership roles including serving as School Site Council representatives, participation in district advisory committees, and acting as Parent Teacher Student Association liaisons.

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).

Classroom Observations

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

A variety of classroom visitations are conducted throughout the year by multiple administrators. Brief walkthroughs are conducted frequently to determine pacing and classroom culture. Longer, content-area observations occur both announced or unannounced to see trends throughout grade-level classroom instruction. Lastly, we conduct formal observations of teaching and learning as part of our regular evaluation cycle for certificated staff members.

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

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

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
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)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	76	78	88	74	76	87	74	76	86	97.4	97.4	98.9
Grade 4	89	80	81	87	79	78	87	79	78	97.8	98.8	96.3
Grade 5	81	89	72	80	87	70	80	87	70	98.8	97.8	97.2
Grade 6	92	76	74	91	73	73	91	73	73	98.9	96.1	98.6
Grade 7	94	95	65	94	94	64	94	94	64	100.0	98.9	98.5
Grade 8	66	92	92	66	90	90	64	90	90	100.0	97.8	97.8
All Grades	498	510	472	492	499	462	490	499	461	98.8	97.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2378.4	2410.7	2409.9	12	11	20.93	14	37	17.44	27	24	30.23	47	29	31.40
Grade 4	2433.5	2463.7	2438.7	13	25	11.54	22	23	28.21	20	20	21.79	46	32	38.46
Grade 5	2474.7	2524.6	2483.1	6	25	11.43	39	37	34.29	21	22	24.29	34	16	30.00
Grade 6	2525.0	2525.7	2521.1	10	11	17.81	40	41	26.03	33	33	30.14	18	15	26.03
Grade 7	2498.9	2574.2	2552.5	5	20	9.38	24	35	40.63	27	33	32.81	44	12	17.19
Grade 8	2529.5	2575.7	2570.3	5	9	13.33	27	47	40.00	35	32	25.56	30	12	21.11
All Grades	N/A	N/A	N/A	9	17	14.32	28	37	30.80	27	27	27.33	36	19	27.55

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	17	23.26	38	54	32.56	50	29	44.19
Grade 4	18	24	15.38	40	46	53.85	41	30	30.77
Grade 5	14	29	20.00	44	52	48.57	43	20	31.43
Grade 6	21	11	17.81	56	66	52.05	23	23	30.14
Grade 7	14	33	26.56	35	55	51.56	51	12	21.88
Grade 8	16	22	24.44	42	57	51.11	42	21	24.44
All Grades	16	23	21.26	43	55	47.94	41	22	30.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	20	17.44	47	46	47.67	45	34	34.88
Grade 4	10	19	6.41	47	49	61.54	43	32	32.05
Grade 5	10	33	22.86	50	46	47.14	40	21	30.00
Grade 6	15	25	19.18	58	49	47.95	26	26	32.88
Grade 7	15	27	17.19	44	60	60.94	41	14	21.88
Grade 8	13	24	22.22	55	58	58.89	33	18	18.89
All Grades	12	25	17.57	50	52	54.01	38	23	28.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	16	10.47	69	72	75.58	23	12	13.95
Grade 4	13	13	15.38	64	75	62.82	23	13	21.79
Grade 5	6	15	14.29	76	75	74.29	18	10	11.43
Grade 6	14	16	17.81	78	71	68.49	8	12	13.70
Grade 7	7	22	9.38	60	70	76.56	33	7	14.06
Grade 8	9	14	21.11	63	74	65.56	28	11	13.33
All Grades	10	16	14.97	68	73	70.28	22	11	14.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	13	20.93	42	57	50.00	49	30	29.07
Grade 4	18	20	15.38	47	59	58.97	34	20	25.64
Grade 5	21	38	15.71	59	54	57.14	20	8	27.14
Grade 6	20	18	26.03	59	67	54.79	21	15	19.18
Grade 7	9	28	25.00	54	61	65.63	37	12	9.38
Grade 8	9	21	24.44	66	60	54.44	25	19	21.11
All Grades	15	23	21.26	54	60	56.40	31	17	22.34

Conclusions based on this data:

2. Language Arts has a specific need for growth, with students falling below the district average at all grade levels, 3-8
3. Our goals must reflect a desire to continue the practices we have put in place.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	76	78	88	74	76	87	74	76	87	97.4	97.4	98.9
Grade 4	89	80	81	87	80	78	87	78	78	97.8	100	96.3
Grade 5	81	89	72	80	87	71	80	87	71	98.8	97.8	98.6
Grade 6	92	76	74	91	73	74	91	73	74	98.9	96.1	100
Grade 7	94	95	65	94	93	64	94	93	64	100.0	97.9	98.5
Grade 8	66	91	92	66	89	90	65	89	90	100.0	97.8	97.8
All Grades	498	509	472	492	498	464	491	496	464	98.8	97.8	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2402.0	2417.3	2425.4	1	5	13.79	32	34	31.03	36	36	31.03	30	25	24.14
Grade 4	2456.0	2478.2	2451.2	8	17	11.54	30	31	25.64	39	36	37.18	23	17	25.64
Grade 5	2464.8	2508.7	2504.7	5	14	18.31	21	30	18.31	30	32	39.44	44	24	23.94
Grade 6	2521.6	2531.4	2525.9	16	22	12.16	22	21	32.43	35	37	33.78	26	21	21.62
Grade 7	2500.0	2559.4	2562.5	3	24	20.31	16	25	25.00	46	30	40.63	35	22	14.06
Grade 8	2506.7	2557.0	2567.2	6	15	20.00	6	24	23.33	42	31	26.67	44	30	30.00
All Grades	N/A	N/A	N/A	7	16	15.95	22	27	26.08	38	33	34.27	33	23	23.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	24	24.14	51	41	44.83	42	36	31.03
Grade 4	15	29	19.23	44	38	38.46	41	32	42.31
Grade 5	9	28	26.76	38	39	39.44	54	33	33.80
Grade 6	20	30	27.03	40	37	41.89	41	33	31.08
Grade 7	9	29	32.81	45	44	43.75	47	27	23.44
Grade 8	8	18	25.56	37	48	40.00	55	34	34.44
All Grades	11	26	25.65	42	42	41.38	46	32	32.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	21	27.59	50	46	49.43	34	33	22.99
Grade 4	14	15	16.67	54	63	47.44	32	22	35.90
Grade 5	14	18	14.08	36	49	54.93	50	32	30.99
Grade 6	16	19	12.16	57	55	66.22	26	26	21.62
Grade 7	7	26	20.31	62	54	59.38	31	20	20.31
Grade 8	9	19	21.11	65	66	45.56	26	15	33.33
All Grades	13	20	18.97	54	56	53.23	33	24	27.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	17	21.84	64	68	50.57	28	14	27.59
Grade 4	20	23	16.67	48	55	48.72	32	22	34.62
Grade 5	6	17	18.31	50	55	50.70	44	28	30.99
Grade 6	20	18	17.57	58	67	47.30	22	15	35.14
Grade 7	5	26	25.00	74	56	60.94	20	18	14.06
Grade 8	6	16	25.56	57	64	52.22	37	20	22.22
All Grades	11	20	20.91	59	61	51.51	30	20	27.59

Conclusions based on this data:

1. We have shown growth in every area, indicating that the procedures we have put in place are effective.
2. Our goals must reflect a desire to continue the practices we have put in place.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							75		***	25	***				***
1	13			63	38	60	25	50	40		13				
2		10		57	50	50	14	30	25	29		25		10	
3		25	18	***		27		50	18		13	18		13	18
4							75	50	75	25	25	25		25	
5		17		75	17	25		33	50	25	33				25
6				***	25	***		25	***		50	***	***		
7	20			60	100	***				20					
8				***	***	***		***			***				
Total	5	8	5	53	31	38	24	35	33	16	19	14	3	6	10

Conclusions based on this data:

1. Our EL population seems to be clustered in grades 2-4.
2. Our support services need to be focused there as well.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	8				43		38	29	71	31	14	14	23	14	14
1	10			60	44	60	20	44	40		11		10		
2		9		50	45	44	13	36	22	25		22	13	9	11
3		25	17	75		25		50	17		13	17	25	13	25
4							75	60	75	25	20	25		20	
5		17		50	17	20		33	40	33	33		17		40
6				***	25	25		25	25		50	25	***		25
7	17			50	100	***	17			17					
8				***	***	***		***	***		***				
Total	5	7	4	40	34	31	22	36	35	18	16	14	15	7	16

Conclusions based on this data:

1. Our EL populations are clustered in Early Advanced and Intermediate.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
SCHOOL GOAL #1:
Grades K through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in ELA/ELD.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Benchmark Assessment System (BAS) data, gr. K-3 (Spring 2017) 80.9% in Kindergarten 73.3% in 1st grade 76.6% in 2nd grade 81.6% in 3rd grade• CELDT (#####% Early Advanced or Advanced in Spring 2017)• CAASPP (44.04% ELA in Spring 2017)• Achieve 3000 3rd through 8th Met or Exceeded Lexile Benchmark (Spring 2017):<ul style="list-style-type: none">• 49.4% in Third• 25% in Fourth• 31% in Fifth• 30.7% in Sixth• 40.3% in Seventh• 36.4% in Eighth
Findings from the Analysis of this Data:
Analysis of State, District, and classroom assessment showed that not all students are performing at grade level within a grade level band. in ELA. During the 2016-2017 SBAC administration, 44.9% of students in grades 3 - 8 demonstrated that they met or exceeded ELA standards.

How the School will Evaluate the Progress of this Goal:

- CAASPP, grades 3-8
- BAS, K-3
- Achieve 3000, grades 3-8
- CELDT

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Staff will increase their knowledge of strategies to support implementation of CCSS in reading.	August, 2017 - June, 2018	Administration Teachers	Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.	LCFF - Base	2,000
			Creation and continued modification of SMART Goals based on IAB results	LCFF - Supplemental	1,000
			Participate in adoption alignment, schedule creation and digital integration trainings for Language Arts curricular development	LCFF - Base	1,335
Support staff, Language Arts Specialist, and general education teachers will work with individuals and small groups on specific identified skills.	August, 2017 - June, 2018	Administration Teachers LAS SAI Bilingual Assistant Instructional Assistant	Ongoing analysis of formative and summative data	LCFF - Base	500
			Team review of student work samples	LCFF - Base	500
			Provide guided reading materials and professional development to support small group, targeted instruction	LCFF - Base	1,000
			Purchase of supplemental instructional and assessment materials including hardware and software	LCFF - Supplemental	4,045.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Support personnel to work with LAS to provide intervention services to students with the highest need.	August, 2017 - June, 2018	LAS Bilingual Assistant Instructional Aide	Instructional Aide works with LAS to provide intervention services during independent writing	LCFF - Supplemental	8,000
Staff will identify and utilize supplemental instructional materials to support our adopted curriculum.	August, 2017 - June, 2018	Administration Teachers LAS SAI Bilingual Aide Instructional Aide	Purchase/duplication of supplemental materials	Prop 20 Lottery	2,700
Teaching and technology infrastructure to support modeled, shared, guided reading experiences.	August 2017 - June 2018	Administration Teachers District M & O Technology Dept.	Purchase and installation of projectors and document cameras for instructional demonstration	Prop 20 Lottery	2,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Writing
LEA/LCAP GOAL:
Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
SCHOOL GOAL #2:
Increase the percentage of students meeting or exceeding ELA standards in grade K-8, as measured by 2017-18 District writing performance task administration, by at least 5%.
Data Used to Form this Goal:
<ul style="list-style-type: none">Writing assessment data from 2016-2017 48.17% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 57.07% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 31.1% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 55.23% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 25.53% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 34.77% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 62.17% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 75.90% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) 79.05% in Kindergarten meet or exceeds standards (averaged over 3 writing genres) Total overall: 52.11% meet or exceeds standards (averaged over 3 writing genres)Classroom observations and assessments
Findings from the Analysis of this Data:
Analysis of State, District, and classroom assessment showed that not all students are demonstrating an understanding of grade level ELA standards. During the 2016-17 District writing performance task administration, 52.11% of students in grades K - 8 demonstrated that they met or exceeded grade level standards across three writing genres.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">CAASPP, grades 3-8ELA District Performance Tasks, Grades K-8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Professional Development in the implementation of CCSS writing standards	August, 2017 - June, 2018	Site Administration & Teachers	Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.	LCFF - Base	4,000
Grade level release and collaboration; analysis of student writing and scoring.	August, 2017 - June, 2018	Site Administration & Teachers	Writing Units of Study (Lucy Calkins Kits) K-8 and Supplementary writing materials	LCFF - Base	1,000
			On site release for Team review of student work samples, collaboration & planning	LCFF - Base	1,000
			Creation and continued modification of SMART Goals based on IAB results	LCFF - Supplemental	1,000
Support Personnel to work with LAS to provide intervention services to students with the highest need.	August, 2017 - June, 2018	LAS Bilingual Aide Instructional Aide	Instructional Aide works with LAS to provide intervention services during guided reading	LCFF - Supplemental	800
Staff will identify and utilize supplemental instructional materials to support our adopted curriculum.	August, 2017 - June, 2018	Site Administration Teachers SAI LAS Bilingual Aide Instructional Aide	Purchase/duplication of supplemental materials	Prop 20 Lottery	2,000
Teaching and technology infrastructure to support modeled, shared, guided reading experiences.	August 2017 - June 2018	Site Administration Teachers District M & O Technology Dept.	Purchase and installation of projectors and document cameras for instructional demonstration	Prop 20 Lottery	1,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
SCHOOL GOAL #3:
Grades K through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in Math.
Data Used to Form this Goal:
Classroom assessment and observations Dreambox (Average growth of 109% in 2015-16) ##### CAASPP (41.9% in 2017) 45% in 3rd grade meet or exceeds standards 38% in 4th grade meet or exceeds standards 36% in 5th grade meet or exceeds standards 44% in 6th grade meet or exceeds standards 45% in 7th grade meet or exceeds standards 43% in 8th grade meet or exceeds standards Total overall: 41.9% meets or exceeds
Findings from the Analysis of this Data:
Analysis of State, District, and classroom assessment indicate that not all students are performing at grade level in mathematics. During the 2016-17 SBAC administration, 41.9% of students in grades 3 - 8 demonstrated that they met or exceeded ELA standards.
How the School will Evaluate the Progress of this Goal:
Common grade level assessments and performance tasks K - 8 CAASPP grades 3 - 8 Interim SBAC Assessments grades 3 - 8 Dreambox, grades K - 8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics.	August, 2017 - June, 2018	Administrator Teachers	Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.	LCFF - Base	3,000
			Creation and continued modification of SMART Goals based on IAB results	LCFF - Supplemental	1,000
Support staff and general education teachers will work with individuals and small groups on specific identified skills.	August, 2017 - June, 2018	Teachers SAI Bilingual Assistant Instructional Assistants	Ongoing analysis of formative and summative data	LCFF - Base	500
			Team review of student work samples	LCFF - Base	500
			Purchase of supplemental instructional and assessment materials including hardware and software	LCFF - Base	1,000
Staff will identify and utilize supplemental instructional material to support our adopted curriculum.	August, 2017 - June, 2018	Teachers SAI Bilingual Assistant Instructional Assistants	Purchase/duplication of supplemental materials	Prop 20 Lottery	4,900
Support personnel to provide intervention services to students with the highest need.	August, 2017 - June, 2018	Administration Teachers Instructional Assistants	Instructional Aide works with general education teachers to provide intervention services in mathematics	LCFF - Supplemental	3,000
Teaching and technology infrastructure to support modeled, shared, guided reading experiences.	August 2017 - June 2018	Administration Teachers District M & O Technology Dept.	Purchase and installation of projectors and document cameras for instructional demonstration	Prop 20 Lottery	2,000

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Student Well Being
LEA/LCAP GOAL:
Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.
SCHOOL GOAL #4:
65% of students will report feeling “safe” or “very safe” on the District Caring School Survey.
An average of 65% of 5th and 7th grade students will score within the healthy fitness zone on all 6 subcategories.
Data Used to Form this Goal:
California Healthy Kids Survey, 2017 Santee School District Caring Schools Survey, Spring, 2017 State Physical Fitness Results, 2017 FIRM Report, 2015-2016 #####
Findings from the Analysis of this Data:
Data from Spring 2017 Caring Schools Survey indicated that 56.6% of all students in grades 4-8 felt “safe” or “very safe” at school. Data from Spring 2017 Physical Fitness Testing indicated that an average of 61% of students in grades 5 and 7 scored within the healthy zone.
How the School will Evaluate the Progress of this Goal:
California Healthy Kids Survey, 2018 Santee School District Caring Schools Survey, Spring, 2018 State Physical Fitness Results 2018 FIT Facility Inspection Tool

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Safety Committee will be developed and meet once each trimester.	August, 2017 - June, 2018	Site Administration Teachers Parents Students	The school Safety Committee will meet each trimester to review safety procedures and identify any barriers that exist.	LCFF - Base	500
			Based on an annual review of the Site Safety Plan, funding will be available to implement any changes necessary to increase and maintain student safety on campus.	LCFF - Base	1,000
			Committee will review the annual California Healthy Kids Survey and Caring Schools Survey and develop site needs for increasing student safety and well-being	LCFF - Base	500
PE Committee will be developed and meet each trimester to identify goals for increasing student assessment results on Physical Fitness Testing.	August, 2017 - June, 2018	Site Administration Teachers	PE Committee will meet each trimester to determine program needs. and purchase equipment.	LCFF - Base	500
			PE Committee will determine equipment needs and purchase equipment for students in grades PreK - 8.	LCFF - Base	4,995
Monitoring maintenance and operations work orders and determining campus facilities needs	August, 2017 - June, 2018	Site Administration Site Custodian District M&O Staff	Trimester walkthroughs with custodial staff, identifying areas of facilities needs and allocating fiscal resources to fix the areas of issue.	LCFF - Base	1,000
Development of enrichment courses for grades 6-8	August, 2017 - June, 2018	Site Administration Teachers	Coursework infrastructure and curriculum purchase	LCFF - Base	36,098
			Professional Development and curriculum development	LCFF - Base	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
School counseling and support services	August 2017-June 2018	Site Administration School Counselor Teachers	Site Release for Teacher feedback and referral to social services	LCFF - Base	500
			Classroom lessons for coping skills and emotional regulation strategies	LCFF - Base	500

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Science
LEA/LCAP GOAL:
Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
SCHOOL GOAL #5:
Develop an implementation plan for the upcoming Next Generation Science Standards adoption.
Data Used to Form this Goal:
Current classroom assessments
Findings from the Analysis of this Data:
N/A
How the School will Evaluate the Progress of this Goal:
Develop a timeline within the implementation plan to be followed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Work with school site science committee to determine an implementation plan and needs assessment for NGSS adoption	August, 2017 - June, 2018	Administration Teachers	Purchase supplementary science equipment for NGSS early implementation	LCFF - Base	6,886
			Staff will identify and utilize supplemental instructional material to support our adopted curriculum.	Prop 20 Lottery	1,000
			Creation and continued modification of SMART Goals based on Regular interval assessment and CAASPP results	LCFF - Supplemental	1017.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Teaching and technology infrastructure to support modeled, shared, guided reading experiences.	August 2017 - June 2018	Administration Teachers District M & O Technology Dept.	Purchase and installation of projectors and document cameras for instructional demonstration	Prop 20 Lottery	2,000

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Proficiency
SCHOOL GOAL #1:
For AMAO 1, 63.5% of students will meet or exceed annual growth goals. For AMAO 2, less than 5 year cohort, 26.7% of students will meet or exceed English proficiency; for students in the 5 or more year cohort, 54.7% will meet or exceed English proficiency.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Purchase of English Learner reading material in primary language and English. Based on parent feedback during DELAC LCAP stakeholder feedback, to support English language learners, qualifying students will have access to supplemental primary and English language reading material from authors and illustrators of diverse backgrounds.	August 2016 - June 2017	Director, Assessment and Learning Support Classroom Teachers Language Arts Specialists Intervention Resource Teachers Bilingual Assistants Classroom Teachers	Books and shipping costs	Title III	2,161.36

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Purchase of Rosetta Stone (English) licenses for Parents of English Learners that are limited English proficient – Based on DELAC and ELAC parent feedback, parents wish to have more opportunities to learn the English language at home and/or in the evenings.</p> <p>Rosetta Stone accounts for parents of English Learners will be managed by the English Learner Department.</p> <p>Access of the applications will be accessible to parents on their own devices or student issued iPads.</p>	August 2016 - June 2017	Director, Assessment and Learning Support Director, Curriculum Language Arts Specialists Intervention Resource Teachers	Annual software license cost	Title III	1,896.82

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	70,814	0.00
LCFF - Supplemental	19,863	0.00
Prop 20 Lottery	17,600	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	70,814.00
LCFF - Supplemental	19,863.00
Prop 20 Lottery	17,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	70,814.00
	LCFF - Supplemental	19,863.00
	Prop 20 Lottery	17,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,080.50
Goal 2	10,800.00
Goal 3	15,900.00
Goal 4	47,593.00
Goal 5	10,903.50

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
Suzie Martin	X				
Heidi Duncan			X		
Noelle Murray		X			
Jonathan Zoehrer		X			
Chris Kelly		X			
Jennifer Mueller				X	
new				X	
Terry Dowling				X	
Cindy Burns				X	
new				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

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/27/17.

Attested:

Suzie Martin

Typed Name of School Principal



Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Parental Involvement Policy