

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

LA MIRADA ELEMENTARY



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** La Mirada Elementary School  
**CDS Code:** 37 68379 6089007  
**District:** San Ysidro Elementary School District  
**Principal:** Luis Ramos  
**Revision Date:** February 23, 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:

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**The District Governing Board approved this revision of the SPSA on March 9, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data) .....	14
Title III Accountability (District Data).....	15
Quality Snapshot .....	16
Planned Improvements in Student Performance .....	18
School Goal #1.....	18
School Goal #2.....	23
School Goal #3 .....	27
Centralized Services for Planned Improvements in Student Performance .....	31
Centralized Service Goal #1.....	31
Centralized Service Goal #2.....	35
Centralized Service Goal #3 .....	38
Summary of Expenditures in this Plan.....	40
Total Allocations and Expenditures by Funding Source .....	40
Total Expenditures by Object Type.....	41
Total Expenditures by Object Type and Funding Source.....	42
Total Expenditures by Goal .....	43
School Site Council Membership .....	44
Recommendations and Assurances.....	45

## School Vision and Mission

### La Mirada Elementary School's Vision and Mission Statements

La Mirada Elementary School students will soar to meet new challenges and be prepared to meet all of life's opportunities.

The La Mirada school community soars to great heights in educational excellence by providing a safe, nurturing, and stimulating learning environment that develops responsible, self-directed, and expressive individuals who are contributing members of the community. To reach these heights, all students will participate in an atmosphere of cooperation and trust that creates:

- Acceleration of student achievement
- A balanced curriculum with equal opportunities to learn and excel
- Dignity, respect, and esteem for self, one another, and each other's culture and diversity
- Curiosity and motivation for lifelong learning
- Educational opportunities that develop the whole child
- Success-oriented opportunities for parents and the community to participate in the achievement of children

## School Profile

La Mirada Elementary School is located in San Ysidro, California and serves approximately 500 students in grade 4-6. The vast majority of the students are Hispanic or Latino (97%). Our socioeconomically disadvantaged students rate is 91%, our English Learner rate is 72%, and our Students with Disabilities is 9.7%.

As stated in our School Accountability Report Card, our school community is committed to nurturing a safe environment that encourages self-confidence, responsibility and innovative thinking, while promoting lifelong learning. These accomplishments are achieved through unified efforts as we embraced the uniqueness of all children. Students are viewed as the foundation for a strong community.

As participants of this community, it is our obligation to instill the belief all students can achieve. It is our responsibility to express that every child must have the opportunity for increased academic achievement. We have created a community where all members see individual students as a whole person and seek out additional information in order to characterize overall success.

Our pledge to the La Mirada community is to continue to seek out experiences, which allow us to continuously grow in a positive manner, all in the best interest of student growth. It is our responsibility to define and reassess strength and weaknesses within our school, and to continue to make changes accordingly. Our commitment is to tap into a variety of resources that allow us the opportunity to enhance our educational program.

It is the belief of La Mirada Elementary School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the support and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain a commitment to our students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizenship of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

We will continue to challenge ourselves to increase academic achievement. We will continue to reflect on the road toward our success, and maintain our persistence to examine the past and the present in order to continue to make positive gains towards the future. We recognize our primary focus for all our students is to assist them in tapping into their individualized efforts and strength. Our commitment is to band together, celebrate our diligence, and energies to continue down this path of excellence.

### Parental Involvement

Parents assist the school by volunteering in activities. Parents also participate in the School Site Council (SSC), English Learners

Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC).

The community is supportive of the health and well-being of students at La Mirada Elementary School. The San Ysidro School District works with the state's Healthy Start and Even Start Programs to provide year-round services to parents and children within the community. Healthy Start services but are not limited to family and individual counseling and referrals for legal issues, substance abuse, family violence, and emergency services. Through Even Start, which focuses on children from birth to age 5, the district coordinates services to help parents gain the skills needed to become full partners in the education of their young children.

Teachers at La Mirada Elementary School meet the No Child Left Behind Highly Qualified Teacher requirement. All teachers and support staff are committed to improving professional knowledge and skill, and increasing student achievement through deep implementation of Common Core Standards using Curriculum Alignment as a research-based framework.

## **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).

La Mirada Elementary has implemented surveys on parent involvement, teacher needs, and will implement surveys throughout the school year to set a baseline in other areas.

### **Classroom Observations**

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

During formal/ informal observations the site administrator monitors the implementation of the California Common Core Standards and provides feedback to teachers.

Classroom observations may be formal or informal and are conducted weekly for different purposes. Formal observations are part of the evaluation process, they may be scheduled or unannounced, and may last from 20 -30 minutes with follow up feedback. Informal observations or walk-throughs are short 5-10 minutes visits with immediate feedback. The purpose of informal observations is to monitor instruction, and to provide assistance to teachers with the goal of student success.

### 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)

La Mirada Elementary is using teacher created California Common assessment to assess student performance. The results are analyzed and discussed amongst staff during PLCs and Unit Data Reflection meetings to inform instructional practices, lesson design and delivery.

CELDT data will be used to create groups for designated ELD time in order to meet AMAO 1 and AMAO2 for English Language Learners

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

Results from district CCS benchmark assessments will be used during grade level data reflection meetings as well as individual student monitor meetings with the principal. The purpose of these meetings is for teachers to collaborate in order to make modifications to instruction to better meet the academic needs of our students. These meetings also provide a structure to focus on curriculum, instruction, and student learning

La Mirada Elementary will use data to support students in small group instruction during the school day and for intervention during extended day.

### Staffing and Professional Development

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

100% of La Mirada teachers meet the requirements for highly qualified staff.

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

La Mirada Elementary teachers hold valid California Credentials and participate in on-going professional development that includes district trainings and professional learning communities.

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

The curriculum used at La Mirada is a combination of the SBE-adopted materials and Common Core Standards. Teachers have participated in CCSS staff development during the summer.

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

Staff development has been 100% aligned to the Common Core Standards adopted by the state of California. Assessments were created based on Common Core Standards Matrices.

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

A lead instructional teacher has been assigned to La Mirada to support teachers in the implementation of the Common Core Standards. Teachers at La Mirada Elementary collaborate at least twice per month. The result of the data reflection meeting is a set of instructional agreements that teacher make to help move students towards benchmark.

#### Teaching and Learning

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

Instruction and materials are aligned to the Common Core Standards. Teachers participated in a summer institute to review the Smarter Balanced Blue Print and analyze New Common Core State Standards to create an assessment matrix. In addition, five units (formative assessments) aligned to the Common Core were created. and are currently being used as the district assessment benchmarks

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

At La Mirada there is a 2.5 hour English Language Arts block, 45 minutes of designated ELD time for ELL's and 60 minutes of math instruction.

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

Teachers at La Mirada Elementary follow a district, teacher created, matrix with 5 week teaching periods per unit. Unit Benchmark Assessments, teachers will make necessary adjustments with lesson pacing based on the agreements made during data reflection meetings

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

Until new CCSS materials are adopted, La Mirada teachers will continue to use our district adopted materials in English, Language Arts, Math, Social Science, and Science with the support of Common Core supplementary materials recommended by teachers and Educational Services to adapt our instruction to the new Common Core Standards.

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)

Every student at La Mirada has access to SBE-adopted core materials, including intervention materials

#### Opportunity and Equal Educational Access

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

During instructional time teachers will assess learning ,and will differentiate instruction accordingly. Small flex groups will enable students to access the core. After school interventions, as well as support in class by teacher on special assignment are in place to support under performing students.

14. Research-based educational practices to raise student achievement

Best Practices, small group instruction, student collaboration, gradual release of responsibility, active student engagement.

### Parental Involvement

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

Parenting classes, parent meetings, teacher conferences are among some of the resources available at Smythe to support parents to help their students. Partnership with Southwestern College for parenting classes was created in an effort to expand parents resources in the community.

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)

Teachers at La Mirada Elementary use School Site Council and English Language Learner Committees to help with the planning, implementation, and evaluation of school wide programs.

### Funding

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

Instructional Media Resource Aide supports students and teachers by ensuring that CORE and supplemental materials are available when needed.

18. Fiscal support (EPC)

La Mirada receives additional fiscal support from Educational Services for Teacher Professional Development, materials.

### **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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	192	167	175	160	174	157	91.1	92
Grade 5	157	161	137	148	124	144	87.3	87.6
Grade 6	165	137	152	135	150	133	92.1	97.2
All Grades	514	465	464	443	448	434	90.3	92

\* 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 4	2380.0	2388.9	6	6	11	11	15	15	67	68
Grade 5	2452.0	2446.1	7	10	15	19	29	19	48	52
Grade 6	2480.0	2514.6	7	8	24	35	29	40	40	17
All Grades	N/A	N/A	7	8	17	21	24	24	53	47

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 4	7	8	26	29	66	64	
Grade 5	7	12	39	33	54	56	
Grade 6	10	9	37	53	53	38	
All Grades	8	9	33	38	58	53	

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 4	6	6	29	32	65	62
Grade 5	10	14	45	36	44	50
Grade 6	13	17	44	62	43	22
All Grades	10	12	38	42	52	46

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 4	6	1	49	66	44	33
Grade 5	11	9	51	51	38	40
Grade 6	5	5	63	77	32	19
All Grades	7	5	54	64	38	31

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 4	5	9	39	38	56	53
Grade 5	10	18	62	50	28	32
Grade 6	19	29	55	54	27	17
All Grades	11	18	51	47	39	35

**Conclusions based on this data:**

1. 24 % of students at La Mirada Elementary at least met the standards in grades 4-6. More than 3/4 of the school did not meet standards in Language Arts. Out of the four areas tested in the language arts assessment students have most need in listening and reading.

## 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 4	192	167	183	164	181	164	95.3	93.1
Grade 5	157	161	149	153	149	152	94.9	88.8
Grade 6	165	137	164	136	164	135	99.4	96.5
All Grades	514	465	496	453	494	451	96.5	92.6

\* 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 4	2400.0	2412.8	5	1	10	10	27	39	57	49
Grade 5	2447.7	2439.0	3	6	11	11	33	21	53	63
Grade 6	2459.4	2513.5	2	10	9	29	38	35	51	27
All Grades	N/A	N/A	3	5	10	16	32	32	54	47

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 4	9	5	19	26	72	69	
Grade 5	6	11	35	18	59	72	
Grade 6	5	21	29	41	66	39	
All Grades	7	12	27	27	66	61	

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 4	4	3	31	44	65	53	
Grade 5	3	8	34	21	63	71	
Grade 6	2	7	45	56	54	38	
All Grades	3	6	36	40	61	55	

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 4	6	4	27	38	67	58
Grade 5	3	5	39	33	58	62
Grade 6	5	10	46	63	49	27
All Grades	5	6	37	44	59	50

**Conclusions based on this data:**

1. 13% of students at La Mirada Elementary meet or exceeded the standards in Math. 87% of students did not meet the standards. The areas of most need are in Concepts and procedures and Problem solving an Modeling/Data analysis.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
4	8	1	9	17	15	21	48	40	37	14	21	17	14	23	16
5	14	10	7	30	33	28	37	37	43	14	11	11	6	9	11
6	10	12	30	30	34	40	40	28	24	10	9	3	9	16	3
<b>Total</b>	11	7	15	25	27	29	42	36	35	13	14	11	10	16	11

#### Conclusions based on this data:

1. La Mirada Elementary ELL students fall mostly within the intermediate to early advanced levels. The total percent of students in the two first stages is 30%. The total student percent in advanced or below are 66%. These students must be monitored closely to ensure that they make their yearly progress of one level.

## 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
4	7	1	9	15	14	19	41	39	37	13	20	17	25	26	18
5	14	9	8	29	30	29	38	34	39	14	10	11	6	17	12
6	10	11	29	31	30	39	39	26	26	10	9	3	9	25	4
<b>Total</b>	10	6	14	24	25	28	39	33	34	12	13	11	14	22	12

#### Conclusions based on this data:

1. By the end of sixth grade students have made progress that reflects more students in early advanced and advance.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	319	323	318
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	319	323	318
Number Met	177	169	210
Percent Met	55.5%	52.3%	66.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

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	165	169	181	168	162	170
Number Met	39	72	28	76	48	87
Percent Met	23.6%	42.6%	15.5%	45.2%	29.6%	51.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	Yes	No

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

#### Conclusions based on this data:

1. ELL Students at La Mirada Elementary have not met the requirement under AMAO 1 for two school years in a row. In addition, students have not met AMAO2 for long term English learner growth. Based on the data students at La Mirada Elementary will benefit from targeted ELD instruction.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

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

- 62% of students with more than two years as ELL have met goals district wide.





**2013-14 School Quality Snapshot**  
**La Mirada Elementary**  
 San Ysidro Elementary  
 222 Avenida de la Madrid, San Ysidro, CA 92173

Grades Offered: 4 - 6  
 Enrollment: 465  
 Charter: No  
 Title I Funded: Yes  
 CDS Code: 31-60172-6093007

<p><b>CST Science Results</b> (percent proficient and above)</p>	<p><b>Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements</b></p>	<p><b>2012-13 Average SAT Score</b> No Data Available</p>
<p><b>Percentage of English Learners Making Progress in Learning English</b></p>	<p><b>Cohort Graduation Rate*</b></p>	<p><b>CAHSEE English-Language Arts Grade 10 Passing Rate</b> No Data Available</p>
<p><b>Percentage of Students in the Healthy Fitness Zone in 2012-13</b></p>	<p><b>2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students</b></p> <p><b>CHART LEGEND:</b>      ■ SCHOOL ■ DISTRICT ◆ STATE</p> <p>* Only four years of data are available.      CAHSEE: CA High School Exit Examination      CST: CA Standards Test</p> <p><small>School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.</small></p>	<p><b>CAHSEE Mathematics Grade 10 Passing Rate</b> No Data Available</p>

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b> All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b> Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math), every student will improve one performance band on the California Common Core State Standards (CCSS) / Smarter Balanced Assessment in English Language Arts and Mathematics as established in 2014-2015. Research-based strategies to support the achievement of this goal will include centers, whole group/small group instruction, whole brain research strategies, and supplemental materials for English Learners and Students with Disabilities. (Please refer to the Findings below for further details.)
<b>Data Used to Form this Goal:</b> The baseline data used to establish this goal was the CAASPP data, unit assessments for math and language arts, and baseline assessments for students. Renaissance STAR reading and STAR Math assessments were used to determine student areas of need and improvement.
<b>Findings from the Analysis of this Data:</b> Based on the CAASPP data for English Language Arts, 17% of 4th graders, 23% of 5th graders, and 31% of 6th graders scored at the levels of Standard Met or Standard Exceeded. Those scoring at the level of Standard Not Met were 67%, 47%, and 40% respectively. In Math, 15% of 4th graders, 14% of 5th graders, and 11% of 6th graders scored at the levels of Standard Met or Standard Exceeded. Those scoring at the level of Standard Not Met were 57%, 53%, and 51% respectively. These findings indicate the need for strategic, focused interventions to ensure students achieve the level of standard met or standard exceeded on the state assessment (i.e. CAASPP/SBAC) in the spring.
<b>How the School will Evaluate the Progress of this Goal:</b> La Mirada students will be assessed throughout the school year using district common formative assessments which were created over the summer by teachers at all grade levels. During data reflection sessions, teachers will analyze their student data, find areas of additional improvement, and create lesson plans to support those students in need. In addition, data accumulated from Accelerated Reader will be analyzed to determine student progress in reading. In the spring, students will be assessed on the CAASPP/SBAC. For more information about the CAASPP/SBAC, visit the CDE website at <a href="http://caaspp.cde.ca.gov">http://caaspp.cde.ca.gov</a> .

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.1 Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials and common core aligned supplemental instructional materials for language arts and math including technology tools.	July 28- June 2017	School Administration	Purchase supplemental instructional materials designed to differentiate instruction for students in the area of language arts math, social studies, and science.	4000-4999: Books And Supplies	Title I	100.00
			Purchase teachers pay teachers and Super teachers digital materials.	4000-4999: Books And Supplies	Title I	500.00
Action Step 1.2 Implement after-school/before school intervention/ enrichment programs and clubs for Newcomer students, at-risk students, and Challenged Students who are driven.	August - June 2, 2017	School Administration Teachers	Pay teachers for intervention/ enrichment classes before school and after school	1000-1999: Certificated Personnel Salaries	Title I	11,000.00
			Purchase supplemental materials for after school interventions and enrichment.	4000-4999: Books And Supplies	Title I	50.00
Action Step 1.3 (Program Improvement) Teacher collaboration time for general education and special education teachers to plan instruction aligned to CCSS standards in English Language arts and Mathematics at least twice per month.	August-June 2017	School Administration General Education Teachers Lead Teacher Special Education Teachers	Provide substitutes to cover classes to release teachers for collaboration, curriculum alignment and data analysis.	1000-1999: Certificated Personnel Salaries	Title I	3,450.00
Action Step 1.4 Purchase supplemental materials and supplies to support CCSS instruction	August- June 2017	School Administration Teachers	Purchase Supplies, Scholastic News, Kids Time and/ or other informational text to support CCSS	4000-4999: Books And Supplies	Title I	1,000.00
Action Step 1.5 Provide ELD support for Newcomer students and CELDT 1 and 2.	August-June 2017	School Administration Lead Teacher	TOSA will support ELD teaming.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			After-school intervention for new-comer students Action Step 1.2  Hire part-time Intervention teacher to support ELLs			
Action Step 1.6 Hire Part-time Intervention Teachers to support targeted students and ELL's during the school day	August- June 2017	School Administration	Hire part-time Intervention teacher to support ELLs	1000-1999: Certificated Personnel Salaries	Title I	10,000
Action Step 1.7 Instructional Media and Resource Aide (IMRA) will support Common Core through the implementation of an incentive based reading program, Accelerated Reader 360, to build/develop student reading skills.	August-June 2017	IMRA School Administration	Create a library schedule with an open block for student book check out.  Provide teaches with necessary materials to support instruction.	2000-2999: Classified Personnel Salaries	Title I	33,278.00
Action Step 1.8 Implement Accelerated Reader in all grade levels to increase student performance in the area of literacy and language arts. Teachers will monitor students on a weekly basis to determine progress.	August-June 2107	School Administration	Professional Development Renew contract with Renaissance Learning	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
Action Step 1.9 (Program Improvement) Supplemental Materials and Supplies to support instruction in Common Core	July 2016- June 2017	School Administration IMRA Adminstrative Assistant	Purchase supplemental materials and supplies to support Common Core Instruction	4000-4999: Books And Supplies	Title I	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.10 Purchase Library Books to support Common Core State Standards instruction	August 2016- June 2017	School Administration IMRA	Purchase library books	4000-4999: Books And Supplies	Title I	1,000.00
Action Step 1.11 Use ELD supplementary materials and supplies for designated and integrated ELD instruction	August 2016- June 2017	School Administration IMRA Teachers	Purchase ELD supplementary materials and supplies to support ELD CORE curriculum	4000-4999: Books And Supplies	General Fund	
Action Step 1.12 Monitor redesignated students, and provide additional support if necessary	August 2016- June 2017	School Administration TOSA Teachers	Supplemental materials to support redesignated students	4000-4999: Books And Supplies	Title I	500.00
Action Step 1.13 Unpack the CELDT for teachers during CELDT meeting	August 2016-June 2017	School Administration TOSA	Extract language from the CELDT, and provide strategies for teachers to work with students to understand the CELDT			
Action Step 1.14 Best Practices Summer Institute Instructional Design	June 13-17, 2017	School Administration Teachers	Principals Exchange	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 1.15 PD on How to Work With Special Needs Students in order for teachers to acquire additional strategies to support instruction of special needs students in the general education setting	September 2016- June 2017	School Administration	Hire consultant to provide PD	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.16 Physical Education Instruction	August 2016- June 2017	School Administration IMRA	Purchase PE equipment for PE instruction	4000-4999: Books And Supplies	General Fund	
Action Step 1.17 (Program Improvement) Principal will build capacity by participating in monthly instructional leadership training and coaching	August 2016- June 2017	School Administration	Principal to attend monthly instructional leadership training and coaching	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 1.18 (Program Improvement) Teachers will engage in professional collaboration to build instructional effectiveness	August 2016- June 2017	School Administration TOSA	Teachers will engaged in data reflection sessions, guided lesson planning and professional development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 1.19 Contract services for professional development for ELD instruction.	November 2016- June 2017	School Administration TOSA	Hire vendor to provide professional development for ELD instruction.	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
Action Step 1.20 Provide supplemental digital materials to support common core instruction	February 2017- February 2018	Principal	Purchase Achieve 3000 to support common core instruction	5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b>
Students at La Mirada Elementary School will be educated in a positive, safe, welcoming, drug-free environment that is also nurturing, and student centered
<b>Data Used to Form this Goal:</b>
Attendance rate, parent survey, student survey, student referrals to the office, suspension reports
<b>Findings from the Analysis of this Data:</b>
Will be used to make changes in procedures, systems, personnel
<b>How the School will Evaluate the Progress of this Goal:</b>
Use attendance rate, online survey, focus group data, suspension rate, and expulsion rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.1 Implement a La Mirada Comprehensive Attendance Plan	August- 2016 June 2017	School Administration Outreach Consultant	Use incentives to recognize students with perfect attendance such as free dress Friday, and certificates	4000-4999: Books And Supplies	Title I	1236.00
			Implement SART procedures. Implement SARB hearings for chronic absentee students. Provide Incentive t-shirts for students with perfect attendance per trimester	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.2 Peace Patrol- Group of 3rd grade students that patrol the hallways at dismissal to remind students to walk, and maintain order	July 2016- June 2017	School Administration	Student Patrol Supplies	4000-4999: Books And Supplies	General Fund	
Action Step 2.3 Peace Builders Program-Teachers provide Peace Builder lessons to teach students how to get along	July 2016-June 2017	School Administration	Peace Builder curriculum lessons that have already been provided. Copies still have to be made	4000-4999: Books And Supplies	Title I	200.00
Action Step 2.4 Character Education- Life skills are presented and repeated during the morning message	July 2016-June 2017	School Administration	Weekly Lifeskills	4000-4999: Books And Supplies	General Fund	
Action Step 2.5 Academic and Attendance Assemblies Attendance assemblies take place once a month to recognize perfect attendance, and academic achievement assemblies at the end of each trimester	July 2016- June 2017	School Administration	Certificates Parent Invitations	4000-4999: Books And Supplies	Title I	100.00
Action Step 2.6 Students of the Week/ Birthdays of the Week- Students of the week are chosen by their teachers, based on effort, study habits, academic achievement or citizenship, and are recognized on Friday morning assemblies along with students who had birthdays that week	July 2016- June 2017	School Administration	Certificates are presented to students for being student of the week or for having a birthday	4000-4999: Books And Supplies	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.7 Attendance Interventions to create awareness of the importance of school attendance and the effects of poor attendance	July 2016- June 2017	School Administration Outreach Consultants	Outreach Consultants to send letters and call home Home visits Attendance contracts	1000-1999: Certificated Personnel Salaries	District Funded	
Action Step 2.8 Peace Builder Assemblies at the first week of school year	August 2, 2016	School Administration	Power Point with videos of expected behaviors of Peace Builders			
Action Step 2.9 Provide Campus Security to patrol the school during instructional time and assist with traffic in the morning, and at the end of the day	July 2016- June 2017	School Administration Campus Security	Campus Security person to support safety on campus	2000-2999: Classified Personnel Salaries	District Funded	
Action Step 2.10 SOAR Coupons to reinforce expected conduct and school spirit	August 2016- June 2017	School Administration Teachers Noon Supervisors	Purchase incentives for the SOAR store	4000-4999: Books And Supplies	General Fund	
Action Step 2.11 Art, games and exercise for morning and lunch recess	August 2016- June 2017	School Administration	Purchase games including table games, art supplies, and other engaging activities for students to do during morning and lunch recess	4000-4999: Books And Supplies	General Fund	
Action Step 2.12 No Excuses University, setting the foundation	August 2016- June 2017	School Administration	Purchase books for teachers to read to begin the No excuses culture at La Mirada Purchase banners for the school	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I General Fund	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.13 La Mirada School will provide and coordinate enrichment clubs after school for interested students	August 2016- June 2017	School Administration Teachers	Enrichment clubs that will include but not limit to journalism, computers, art, dance, music			
Action Step 2.14 East LA Theater Group -LIP to be offered to La Mirada students	August 2016-June 2017	School Administration	Literature and theater instruction	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 2.15 La Mirada along with La Mirada PTA will coordinate fun family activities in order to create and maintain a strong community bond	August 2016-June 2017	School Administration	Calendar of events for parents and community members			
Action Step 2.16 enrich the curriculum. Including 6th Grade Camp	July 2016- June 2017	School Administration Teachers	Field Trips will take place to enhance instruction and make learning relevant			

**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b> Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b> Parent Involvement and participation will increase annually at all levels as measured by parent attendance to school meetings and events, and parent participation at parent professional developments and workshops. La Mirada School is committed to maintaining effective forms of school to home communication about school programs and student progress
<b>Data Used to Form this Goal:</b> Parent volunteer log, sign-in sheets for Parent Principal Meetings, School Site Council, English Language Acquisition Committee
<b>Findings from the Analysis of this Data:</b> The data will tell us how many parents are either volunteering, or participating in school meetings and/or events
<b>How the School will Evaluate the Progress of this Goal:</b> Monitoring logs, sign-in sheets, parent survey for all parent events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.1 Implement and revise a tiered plan to increase parent involvement and participation.	August 2016 - June 2017	School Administration Outreach Consultant PTA Cabinet	Keep parent contact information accurate in Student Information System. Use flyers to inform parent of school events. Use a monthly school calendar to inform parent of school events. Hold annual Title I meeting	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Update school website to inform parents of school events. Develop master calendar of school events Provide childcare during parent meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00
Action Step 3.2 La Mirada Elementary will Implement Parent VUE student information module for parents	November 2016 - June 2017	School Administration Outreach consultant teachers	Outreach Consultants will create parent accounts in ParentVue			
Action Step 3.3 Parenting Classes to inform and support parents in assisting their children as they navigate the educational system and well as learning about parenting strategies	August 2016- June 2017	School Administration	Hire Parent trainer/ consultant to lead parents in training with topics relevant to support student achievement. PIQE	5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
			Purchase deliverables, pamphlets or newsletters to support parent training.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	00.00
			Purchase materials for parent trainings Southwestern College Parenting Classes	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
Action Step 3.4 Parents will attend workshops in and out of the district in order to gain knowledge to help their children, navigate the school system, and support other parents.	August 2016-June 2017	School Administration Outreach Consultants	Attend CABE, or other parent workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	650.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.5 Parent Principal Meeting to provide information to families about how to help students at home with curriculum-related activities, decisions and planning	2016-2017 Last Tuesday of the month	School Administration	Meetings are held twice a day, once a month to inform parents of school activities as well as to provide workshops to train parents on different areas that support instruction.  Partnership with Southwestern College provides parenting workshops to our parents in a variety of topics			
Action step 3.6 Shool Site Council Review, monitor, and provide feedback for the SPSA. Meetings are held the third Thursday of the month.	2016-2017 The third Thursday of the month	School Administration Outreach Consultants	Copies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
Action Step 3.7 ELAC- English Language Arts Committee Committee responsible for overlooking the English Learner section of the SPSA. Monthly meetings, third Friday of the month	2016-2017 Third Friday of the Month	School Administration Outreach Consultants	Copies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	50.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.8 PTA-Parent Teacher Association invites parents and community members to participate in various events to raise funds for La Mirada School	July 2016- June 2017	School Administration Consultants	Group in charge of organizing fundraisers Fall Carnival Spring Carnival Valentines Dance Scholastic Book fairs Mothers' Day Program			
Action Step 3.9 Parent Room provided on campus as a centralized location for parents to meet and volunteer. Open during school hours.	August 2016-June 2017	School Administration	Parent Volunteer Center to recruit and organize parent volunteers to help and support student achievement before and after school			
Action Step 3.10 Title I meeting to inform parents of services and programs provided in Title I schools	August 2016 March 2017	School Administration	Duplicating costs	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
Action Step 3.11 La Mirada School invites parents to Back to School Night, and Open House where teachers, staff , and outside agencies will provide parents and students with important resources	Dates TDB	School Administration Staff	Duplicating costs	1000-1999: Certificated Personnel Salaries	General Fund	
Action Step 3.12 Parent Needs Assessment Survey will provide feedback to the school	May 2017	School Administration	Parents will provide feedback in order for the site to make necessary changes			
Action Step 3.13 Parent Workshop for ELL parents to explain and provide strategies at home	Date TDB August 2016	School Administration TOSA	Parent workshop for parents of ELL students who have not moved up one CELDT level	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	487.00

**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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in STUDENT ACHIEVEMENT</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development</p> <p>1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.</p> <p>1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).</p> <p>1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	<p>1.1-1.3 Contracted Services</p> <p>1.1-1.3 Salary/Benefits</p> <p>1.1-1.3 Salary/Benefits</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Other</p>	<p>250,000.00</p> <p>482,000.00</p> <p>216,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	July 2016-2017	Assistant Superintendent of Educational Services	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00	
			Coordinator of Data, Evaluation and Assessment	1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
				1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
		Coordinator of Federal and State Programs	1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00	
			1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base		
			1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base		
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base		
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00	
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00	
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00	
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00	
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00	
		1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing  1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators.  1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM.  1.18 Continue to provide class size reduction in grades K-3.	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	30,512,000.00
			1.17 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,000.00
			1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Basic Services and Safety</p> <p>2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.</p> <p>2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.</p> <p>2.3 Review and revise safety plans for district and site needs.</p> <p>2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.</p>	July 2016-June 2017	Deputy Superintendent  Assistant Superintendent of Educational Services	2.1 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000,000.00
			2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Climate and Student Engagement</p> <p>2.5 Provide professional development for district and site staff to a support positive academic school environment.</p> <p>2.6 Continue support of ASB at the middle school.</p> <p>2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.</p> <p>2.8 Continue to implement an attendance recovery program for grades 7 and 8.</p> <p>2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.</p> <p>2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.</p> <p>2.11 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress.</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
		Director of Human Resources	2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
			2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
		Coordinator of Child Welfare, Attendance, and Family Services	2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
		Coordinator of ASES	2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT**

**SCHOOL GOAL #3:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.			3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.		Student and Family Services Manager	3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.			3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500,000.00
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.		Coordinator of Federal and State Programs	3.6 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	108914.00	0.00
Title I Part A: Parent Involvement	1987.00	0.00
Parent-Teacher Association (PTA)	1500.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Parent-Teacher Association (PTA)	1,500.00
Title I	108,914.00
Title I Part A: Parent Involvement	1,987.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	24,450.00
2000-2999: Classified Personnel Salaries	33,578.00
4000-4999: Books And Supplies	10,236.00
5800: Professional/Consulting Services And Operating	44,137.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	24,450.00
2000-2999: Classified Personnel Salaries	Title I	33,278.00
4000-4999: Books And Supplies	Title I	8,186.00
5800: Professional/Consulting Services And	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	550.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	1,137.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
Goal 1	99,878.00
Goal 2	5,536.00
Goal 3	6,987.00

## 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
Luis Ramos	X				
Mayra Sarabia		X			
Jenielle Ednalino		X			
Lourdes Vallin		X			
Alma Alvarez				X	
Olga Espinoza				X	
Martha Gaytan				X	
Frankie Asio			X		
Elda Romo				X	
Leticia Morales				X	
<b>Numbers of members of each category:</b>					

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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

\_\_\_\_\_  
Signature  
*Catalina Adley*  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
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 .

Attested:

Luis Ramos

Typed Name of School Principal



Signature of School Principal

2/24/17

Date

Olga Espinoza

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/24/17

Date

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide

**DEPARTMENT:** As Assigned

**FLSA:** Non-Exempt

**UPDATED:** April 2016

**REPORTS TO:** Site Principal

**CLASSIFICATION:** Classified (11 month)

**SALARY:** Classified Schedule Steps 10-14

**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

**KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:****EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

# La Mirada

## Title 1 School-Level Parent Involvement Policy

### Title I School-Level Parental Involvement Policy

La Mirada School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents it was adopted on October 27, 2016.

This policy will be distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community through La Mirada School's website.

The policy will also be printed in the La Mirada Parent Handbook, and distributed at the beginning of the school year and during new enrollments throughout the school year.

This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

### PARENT INVOLVEMENT POLICY

La Mirada School will:

- (1) Convene an annual meeting at the beginning of the school year to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved
- (2) Offer Parent monthly meetings in order to explain programs, assessments, standards, parent concerns and offer parent workshops

(3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the Single Plan for Student Achievement

(4) Provide parents of participating children:

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Throughout the year a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are explained during the following meetings:

1. Parent Principal Meetings
2. School Site Council Meetings

3. English Language Acquisition Committee
4. CELDT Meetings
5. CAASSPP Parent Meetings
6. Parent Teacher Conferences

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Student Study Team Meetings
- Parent Principal Meetings
- School Site Council Meetings
- English Language Acquisition Committee

(5) If the school-wide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at La Mirada School the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  1. This meeting takes place on Back to School Night and during Parent Orientation Meetings
  2. Parent Principal Meetings
- La Mirada School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  3. Parent Principal Meetings are usually held in the morning and in the afternoon to accommodate parents' schedules

### **School-Parent Compact**

La Mirada School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer, and participate in their child's class; and opportunities to observe classroom activities

- School Site Council Meetings

- ELAC
- Parent Principal

### **Building Capacity for Involvement**

La Mirada School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- During monthly Parent Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Parent Workroom

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. La Mirada provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. This is done during the following way:

- During monthly Parent Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Parent Workroom

# La Mirada

## School- Parent-Student Compact

2016-2017

**By recognizing and accepting our individual roles in the learning process, we can ensure the educational success of every La Mirada student**

### PRINCIPAL

- The school will provide a high quality curriculum and high quality instruction in a supportive and effective learning environment
- The school will provide regular communication with parents about the progress of their child at the school
- The school will schedule parent/teacher conferences twice during the school
- The school will provide a safe and nurturing environment for the students
- The school will communicate with families about the state's academic standards and the school's standings regarding academic testing.

### TEACHER

- Provides a safe and secure learning environment
- Create a partnership with every family in my class
- Monitor student progress and believe that all children can learn
- Assign work that is relevant and of high interest to students
- Explain expectations and grading system to parents and students

### PARENTS

- My child will attend school every day and will be on time
- Let the teacher know if my child has any problems learning
- Help my child see the importance of reading and math in daily life situations
- Limit my child's TV viewing and use of electronic games
- Stay informed about my child's education by promptly reading all notices from the school or district
- Model respectful treatment of others

### STUDENT

- Come to school every day on time
- Ask teachers questions when I don't understand something
- Follow school rules
- Read 20 minutes each night
- Share what I have learned with my parents

**Al reconocer y aceptar nuestros diferentes papeles referente al proceso de aprendizaje, podremos asegurarnos que cada uno de nuestros estudiantes de la escuela La Mirada tendrá éxito.**

### EL DIRECTOR

- La escuela proporcionará instrucción y un currículo de alta calidad en un ambiente de aprendizaje solidario y efectivo.
- La escuela proporcionará una comunicación regular con los padres sobre el progreso de su hijo en la escuela
- La escuela programará conferencias entre padres/maestros dos veces durante el año escolar
- La escuela proporcionará un entorno seguro y enriquecedor para los estudiantes
- La escuela se comunicará con las familias sobre los estándares académicos del estado y clasificación de la escuela en cuanto a las pruebas del estado

### LOS MAESTROS

- Proporcionarán un entorno de aprendizaje seguro
- Crearán una asociación con cada familia de cada estudiante en su clase
- Se encargarán de monitorear el progreso de los estudiantes
- Enseñarán respetando la creencia que todos los niños pueden aprender
- Asignará trabajos relevantes y de gran interés para los estudiantes
- Explicarán las expectativas y el sistema de calificaciones a padres y estudiantes

### LOS PADRES

- Mi hijo asistirá a la escuela todos los días y llegará a tiempo
- Le dejaré saber al maestro si mi hijo tiene problemas de aprendizaje
- Ayudar a mi hijo a ver la importancia de la lectura y las matemáticas en situaciones de la vida diaria
- Limitar la televisión y el uso de juegos electrónicos de mi hijo
- Mantenerse informado sobre la educación de mi hijo leyendo todos los avisos de la escuela o el distrito

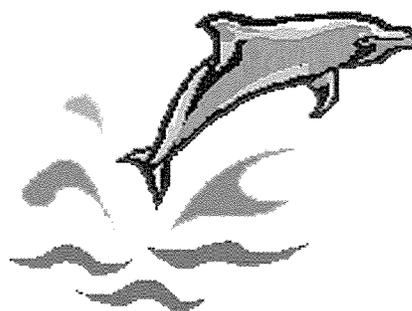
### ESTUDIANTE

- Venir a la escuela todos los días a tiempo
- Hacer preguntas a los maestros cuando no entiendo algo
- Seguir las reglas escolares
- Leer 20 minutos cada noche
- Compartir lo que he aprendido con mis padres

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

OCEAN VIEW HILLS ELEMENTARY



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** Ocean View Hills  
**CDS Code:** 37 68379 6119341  
**District:** San Ysidro School District  
**Principal:** Nadia Aviles  
**Revision Date:** March 1, 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:** Nadia Aviles  
**Position:** Principal  
**Phone Number:** 619-661-0457  
**Address:** 4919 Del Sol Blvd  
San Diego, CA 92154  
**E-mail Address:** [naviles@sysd.k12.ca.us](mailto:naviles@sysd.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on March 9, 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 .....	6
School and Student Performance Data .....	7
CAASPP Results (All Students) .....	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	15
Quality Snapshot .....	16
Planned Improvements in Student Performance .....	18
School Goal #1.....	18
School Goal #2.....	25
School Goal #3.....	27
Centralized Services for Planned Improvements in Student Performance .....	30
Centralized Service Goal #1 .....	30
Centralized Service Goal #2 .....	34
Centralized Service Goal #3 .....	37
Summary of Expenditures in this Plan.....	39
Total Allocations and Expenditures by Funding Source .....	39
Total Expenditures by Object Type.....	40
Total Expenditures by Object Type and Funding Source.....	41
Total Expenditures by Goal .....	42
School Site Council Membership.....	43
Recommendations and Assurances.....	44

## School Vision and Mission

### Ocean View Hills's Vision and Mission Statements

**Mission:**The mission of Ocean View Hills is to ensure a safe, supportive environment so that all students can reach their full potential. We are committed to providing a rigorous, standards-based instructional program that engages students and prepares them to be successful in high school and beyond.

**Vision:** Ocean View Hills will create a nurturing school climate that encourages students to ACT- Achieve, Contribute and Thrive.

## School Profile

Our top priorities are: attendance, academic growth, and character education. In addition, we strive to increase the desire and passion for learning and to develop leadership. Ocean View Hills embraces the philosophy that fosters a safe learning environment characterized by Pride, Respect, Intellect, Determination, and Enthusiasm.

We are proud to afford programs that enrich our students' academic and social development. We encourage our students to Achieve, Contribute and Thrive in activities that promote Communication, Collaboration, Creativity, Critical Thinking, and Community Service. Our student leadership class offers our students experiences that promote character development and service learning. We are excited about being a part of the Compact for Success through San Diego State University. Students who have been enrolled with San Ysidro School District since seventh grade and eventually transfer to the Sweetwater Union High School District are guaranteed admission to San Diego State University by completing all compact requirements. Our students will have the opportunity to participate in our after school Visual and Performing Arts Program.

The culture of our school reflects a commitment to working together with students, parents, and our community to ensure that all of our students meet their full academic and personal potential.

Hispanic 68%  
Filipino 15%  
African American 7%  
White 6%  
Asian 2%  
2 or more Races 2%

Approximately 35% of our students are English Learners  
Almost 15% of our students have an active IEP

## 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).

Through my-eCoach.com, the following surveys were completed: safety, PLC- Data Reflection Sessions, and LCAP. The surveys provided feedback on student achievement, data reflection/PLC process, safety, student and parent engagement.

### Classroom Observations

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

As prescribed in Carolyn Downey's "The Three Minute Classroom Walk-Through", the site administrator will conduct a minimum of three minutes for Instructional walkthroughs. The goal is not to evaluate but to gather information about pedagogy and curriculum. Three minute walkthroughs allow for frequency and increased opportunities to provide feedback to teachers. Walkthroughs will be conducted for all classrooms and the frequency will be determined based on support needed. The overall purpose of informal classroom observations is to build instructional leadership capacity, to coach, to monitor instructional initiatives (Focus and "Look Fors"), to provide feedback, and to gather data.

### 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)

Common formative assessments, that were created by teachers district wide, will be used to inform instructional practices, lesson design and delivery. In addition, the 2014-2015 SBAC results will be used as a base-line.

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

Common formative assessments, that were created by teachers district wide, will be used to assess student understanding of target standards. Additional formative assessments will be used to guide adjustments with lesson design and delivery.

### Staffing and Professional Development

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

All teachers at Ocean View Hills have the proper credential in his/her current teaching assignment. All teachers on site meet the requirements for highly qualified staff.

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

We will continue to use our current core adoptions. Teachers will have an opportunity to participate in the math adoption process for the 2016-2017 school year. Supplemental materials for math and ELA will be used. Curriculum will be teacher driven. Grade level and department PLCs will have opportunities to collaborate to determine which supplemental materials and resources are needed to support student learning. Teachers will participate in professional development on best instructional practices in ELA, math, etc.

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

Teachers will participate in grade Level/department release days in ELA, math and other content areas. Release days for professional development will be aligned to Common Core Standards.

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

Teachers will be provided instructional support from site TOSA/Lead Teachers and other personnel needed from Educational Services Department.

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

District unit formative assessments will be analyzed. Teachers will participate in data reflection sessions (Grade Level and Department PLCs) to complete data analysis for each common formative assessments.

### Teaching and Learning

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

In the summer of 2016, teachers participated in a summer institute to review the SBAC and analyzed the New Common Core State Standards to create an assessment matrix. Five units (formative assessments) aligned to the Common Core were created. Teachers have the opportunity to participate in the upcoming summer institute of 2017. The focus will be on instructional practices.

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

In grades fourth through sixth, teachers will allocate two hours for English Language Arts and math. In addition, English Learners in grades 4th, 5th & 6th will have a minimum of 30 minutes of English Language Development, and 7th and 8th graders will have an ELD elective.

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

Our lesson pacing and master schedule will be determined by multiple measures such as the district unit assessments and SBAC/CAASPP results. Based on each unit formative assessments, teachers will make necessary adjustments with lesson pacing.

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

We will continue to use our current adoptions in English Language Arts, math, science and social science. Based on formative unit assessments and recommendations by Educational Services and grade level and department professional learning teams, teachers will be given supplemental materials for core contents to address curriculum gaps from adopted texts. For 2016-2017, 4th, 5th and 6th grade teachers will have access to an ELA supplemental- ACT Benchmark. In addition, some classrooms will be piloting math text books.

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)

All students will have access to core curriculum and supplemental materials in core contents- English Language Arts, math, science and social science.

### Opportunity and Equal Educational Access

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

Teachers will make every effort to make certain that the highest level of instruction is given during school hours. Differentiated instruction will be used to reach all learners. Based on informal and formal assessments, as well as our common unit formative assessments, teachers will differentiate instruction to meet the needs of all learners: small group instruction, gradual release of content/gradual release of responsibility- I do-We do-You do, vocabulary development strategies and other research-based best practices.

14. Research-based educational practices to raise student achievement

Research-based pedagogy and brain-based strategies will be used in teacher lesson designs such as Douglas Fisher's Gradual Release of Responsibility Model, Madeline Hunter's Lesson Plan Model, etc.

Parental Involvement

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

Teachers will allocate additional time during scheduled parent-teacher conferences throughout the year for under-achieving students. Under-achieving students will be referred to the Student Study Team Process to identify and implement interventions/strategies. An English Language Arts and/or math after school intervention support class will be taught by a certificated teacher for students academically at risk. Students who are academically at risk will be identified by multiple measures, having the unit formative assessment as the common indicator. Specifically, close reading strategies will be used for students participating in the ELA intervention support class. The pre-teach and re-teach model will be used for the math intervention support class. As needed, parents will be referred to the District Parent Center for additional support. Site administrator will work with Ninth District PTA to re-install our Parent Teacher Association.

2015-2016: Our PTA was reinstalled on April 27, 2016. PTA will plan activities to engage and re-engage our parents and school community. Parents will have opportunities to participate in SSC/ELAC.

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)

Teachers, parents and community representatives will be given opportunities to participate in our School Site Council/English Language Advisory Committee and PTA events.

Funding

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

Teachers, parents and community representatives will be given opportunities to participate in our School Site Council/English Language Advisory Committee.

18. Fiscal support (EPC)

District and our site will work together to monitor our site funding. Teachers, parents and community representatives will be given opportunities to participate in our School Site Council/ELAC.

**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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	138	147	129	136	129	135	93.5	91.9
Grade 5	137	149	124	138	124	138	90.5	92.6
Grade 6	146	134	137	126	137	126	93.8	94
Grade 7	117	148	112	143	111	143	95.7	96.6
Grade 8	142	112	130	110	130	110	91.5	98.2
All Grades	680	690	632	653	631	652	92.9	94.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	2449.3	2444.4	22	17	19	19	19	30	40	35
Grade 5	2504.7	2524.2	19	28	34	30	20	22	27	19
Grade 6	2532.4	2533.4	17	17	38	35	26	27	20	21
Grade 7	2519.2	2566.5	9	16	29	47	28	17	34	20
Grade 8	2578.4	2589.1	11	20	52	44	25	21	12	15
All Grades	N/A	N/A	16	20	35	35	23	23	26	22

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 4	21	19	43	47	36	34
Grade 5	27	32	43	43	31	25
Grade 6	15	22	56	52	29	26
Grade 7	15	34	45	45	40	20
Grade 8	26	32	56	47	18	21
All Grades	21	28	49	47	30	25

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 4	24	14	40	53	36	33
Grade 5	24	32	48	43	28	25
Grade 6	30	25	50	44	20	31
Grade 7	22	34	50	50	28	17
Grade 8	25	41	60	46	15	13
All Grades	25	29	50	47	25	24

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 4	13	11	66	64	21	24
Grade 5	14	23	67	64	19	13
Grade 6	14	20	71	67	15	13
Grade 7	6	13	63	73	31	15
Grade 8	14	19	71	69	15	12
All Grades	12	17	68	67	20	16

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 4	19	14	47	61	33	24
Grade 5	40	41	47	49	13	10
Grade 6	26	33	61	56	12	11
Grade 7	18	31	57	53	25	16
Grade 8	28	29	62	57	10	14
All Grades	26	30	55	55	19	15

**Conclusions based on this data:**

1. 2015-2016: The percent of students in grade fourth who met or exceeded the ELA standard is 41%.
2. 2015-2016: In the area of Listening in grades fourth through eighth, the average percent of students who are Above Standard is 12.4%. However, the average percent of students who are At or Near Standard is 67.8%.
3. 2015-2016: Overall, eighth grade has the highest percent of students who met or exceeded ELA standards at 63%. In addition, eighth grade has the highest percent of students who are at or near standard and above standard in the areas of Reading, Writing, Listening and Research/Inquiry. Our eighth grade students posted the highest ELA scores in south county.

## 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 4	138	147	132	140	132	140	95.7	94.6
Grade 5	137	149	126	140	126	140	92.0	94
Grade 6	146	134	139	129	138	129	95.2	96.3
Grade 7	117	148	112	143	111	143	95.7	96.6
Grade 8	142	112	134	111	133	111	94.4	99.1
All Grades	680	690	643	663	640	663	94.6	95.9

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	2458.6	2438.7	13	5	21	21	36	40	30	34
Grade 5	2486.0	2510.0	17	24	14	21	23	31	45	24
Grade 6	2513.1	2519.6	14	21	25	17	32	34	29	28
Grade 7	2493.6	2543.6	6	17	16	25	36	34	41	23
Grade 8	2578.0	2574.1	20	26	37	20	19	30	22	24
All Grades	N/A	N/A	14	18	23	21	29	34	33	27

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 4	23	13	30	34	48	53
Grade 5	23	36	25	29	52	34
Grade 6	20	23	39	33	41	43
Grade 7	9	23	37	38	54	38
Grade 8	42	30	32	39	26	32
All Grades	24	25	33	35	44	40

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 4	13	10	51	51	36	39
Grade 5	17	20	37	40	46	40
Grade 6	13	20	57	41	30	39
Grade 7	5	21	47	48	49	31
Grade 8	15	28	66	52	19	20
All Grades	13	19	52	46	35	34

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 4	20	11	42	42	39	46
Grade 5	17	19	37	54	47	27
Grade 6	15	18	57	53	28	29
Grade 7	13	21	71	59	16	20
Grade 8	24	24	57	58	19	18
All Grades	18	18	52	53	30	29

**Conclusions based on this data:**

1. 2015-2016: In grades fourth through sixth, the average percent of students who met or exceeded math standards is 35%.
2. 2015-2016: Fifth grade has the lowest percent of students who met or exceeded math standards at 31%.
3. 2015-2016: Eighth grade has the highest percent of students who met or exceeded math standards at 58%. Our eighth grade students posted the highest math scores in south county.

## 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
4	10	11	20	25	24	35	46	47	27	10	5	13	10	13	5
5	12	6	30	31	33	37	33	39	26	12	12	4	12	10	4
6	9	9	32	37	38	34	35	16	25	11	15	7	9	22	2
7	17	2	45	39	34	28	19	37	18	19	10	8	6	17	3
8	13	17	41	50	39	26	26	31	21	8		9	3	14	3
<b>Total</b>	12	9	32	35	33	33	33	34	24	12	9	8	8	15	4

#### Conclusions based on this data:

- Results from 2014-2015:  
 35% of fourth graders are Early Advanced/Advanced.  
 39% of our fifth graders are Early Advanced/Advanced.  
 47% of our sixth graders are Early Advanced/Advanced.  
 36% of our 7th graders are Early Advanced/Advanced.  
 55% of our 8th graders are Early Advanced/Advanced.
- It appears that as students progress to the next grade level, there are a number of kids that reach Early Advanced/Advanced. However, in seventh grade, there is a 10% dip. The highest number of students who are Early Advanced/Advanced is in eight grade.
- There are no eighth grade students in Early Intermediate.

## 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
4	11	11	18	24	21	32	46	44	26	9	7	11	9	16	13
5	14	8	27	31	30	37	31	38	24	12	11	3	12	13	8
6	9	9	30	37	37	30	35	19	26	11	14	6	9	21	8
7	16	2	43	38	33	30	22	37	18	19	12	7	5	16	2
8	13	18	41	49	38	27	28	31	19	8		8	3	13	5
Total	12	9	30	35	31	32	33	34	23	11	9	7	8	16	8

#### Conclusions based on this data:

1. No data presented

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	221	236	227
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	221	236	227
Number Met	129	135	166
Percent Met	58.4%	57.2%	73.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

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	101	122	111	134	96	143
Number Met	39	63	35	62	44	101
Percent Met	38.6%	51.6%	31.5%	46.3%	45.8%	70.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	No	Yes	Yes

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

#### Conclusions based on this data:

- AMAO I: We did meet our target for year 2016-2017. We did not meet our NCLB target from 2012-2015. However, the year 2013-2014 we missed the target by .6%, and during the school year 2014-2015 we missed our target by 3.3%.
- AMAO II: We did meet our target for year 2016-2017. EL students, who received less than five years of English Language instruction, met the NCLB target from 2012-2015. EL students, who received English Language instruction for 5 year or more, met the NCLB target during the school year 2013-2014, but not for the school years 2012-2013 and 2014-2015.
- AMAO III: No data for 2016. EL students did not make the AYP target rate during the 2012-2013 school year.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
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. We did not make AYP target goal district wide.

# School and Student Performance Data

## Quality Snapshot



2010 Academic Achievement Award  
2010 Distinguished School

### 2013-14 School Quality Snapshot

#### Ocean View Hills

San Ysidro Elementary  
4919 Del Sol Blvd., San Diego, CA 92154

Grades Offered: K - B  
Enrollment: 624  
Charter No:  
Title I Funded: Yes  
CDS Code: 37-60379-6119341

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**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English Language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high quality teaching and learning.

**What are the Smarter Balanced Tests?**  
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ta/>

**California's Academic Performance Index (API)**

2013 Growth API	850
Growth from Prior to Current Year	-5
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	7
2013 Growth API Similar Schools Rank	9

**API Subgroup Performance - 2013 API Growth**

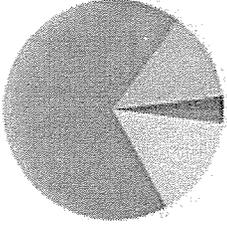
	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	Yes	0
Hispanic or Latino	Yes	-3
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	Yes	-4
Socioeconomically Disadvantaged	Yes	1
Students with Disabilities	--	--

▲ Student group met target  
▼ Student group did not meet target  
● Student group is not numerically significant

**CHART LEGEND:**  
■ SCHOOL ▲ DISTRICT ◆ STATE

CDS: County district school  
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

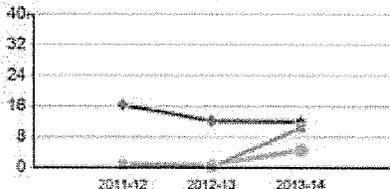
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	33%
Socioeconomically Disadvantaged	47%
Students with Disabilities	10%

**Percentage of Students Redesignated to Fluent-English Proficient**

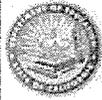


California Department of Education  
Report (v2.0) Generator: Apr 23, 2016

**Tom Torlakson**  
State Superintendent of Public Instruction

Please visit the following Web page for more information: <http://www.cde.ca.gov/school/>

Page 1



2010 Academic Achievement Award  
2010 Distinguished School

### 2013-14 School Quality Snapshot

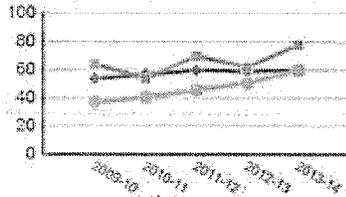
Ocean View Hills

San Ysidro Elementary

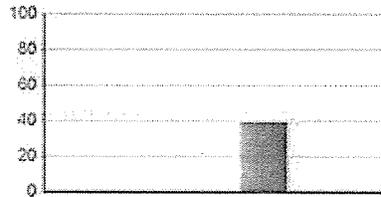
4248 Del Sol Blvd., San Diego, CA 92154

Grades Offered: K - 5  
Enrollment: 674  
Charter: No  
Title I Funded: Yes  
CDS Code: 37.60379.6119341

**CST Science Results**  
(percent proficient and above)



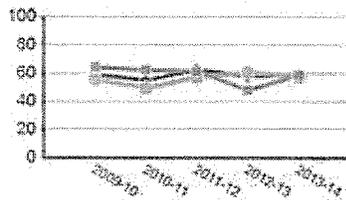
**Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements:**



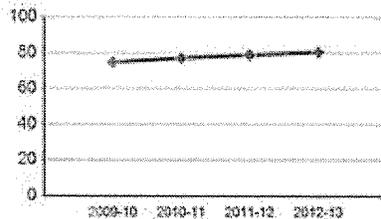
**2012-13 Average SAT Score**

No Data Available

**Percentage of English Learners Making Progress in Learning English**



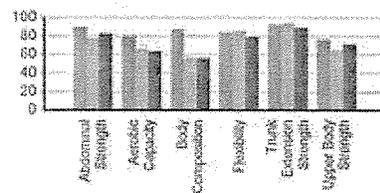
**Cohort Graduation Rate\***



**CAHSEE English-Language Arts Grade 10 Passing Rate**

No Data Available

**Percentage of Students in the Healthy Fitness Zone in 2012-13**



**2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students**



**CHART LEGEND:**

SCHOOL DISTRICT STATE

\* Only four years of data are available

CAHSEE: CA High School Exit Examination  
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics Grade 10 Passing Rate**

No Data Available

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b>
Based on state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. Unit Formative Assessments in English Language Arts and Math), students will demonstrate growth. The percentage of students scoring "Standards Met" and "Standard Exceeded" on the CAASPP/SBAC will increase in both English Language Arts and Math by 5%. Research-based strategies to support the achievement of this goal will include best instructional practices and lesson design, whole brain research strategies, and supplemental materials for English Learners, other AYP target groups, and Students with Disabilities. (Please refer to the Findings below for further details.)
<b>Data Used to Form this Goal:</b>
CAASPP/SBAC data from 2015-2016 will be used as a baseline. Unit formative assessments (District Assessment Matrix) created district wide by teachers will be used to analyze student performance. Teacher/grade level created formal/informal assessments, as well as student progress reports obtained through the use of English Language Arts and math software programs, will be used to determine student performance and areas of need.

**Findings from the Analysis of this Data:**

2015-2016 SBAC RESULTS: The average math percentage of students meeting or exceeding standards for grades 4th through 6th is 35%. The math percentage of students meeting or exceeding standards for grade 7th is 22%, and the percentage for 8th is 58%. The English Language Arts percentage of students meeting or exceeding standards for the following grades are as follows: 4th grade 41%, 5th grade 53%, 6th grade 55%, 7th grade 38% and 8th grade 63%. It is significant to note that our 8th grade ELA and math scores for 2015-2016 are the highest in south county. The findings indicate the need for strategic, focused interventions in grades 4-8 to increase the percent of students in "Standard Met" or "Standard Exceeded" on the state summative assessment (i.e. CAASPP/SBAC) in the spring.

2015-2016 ELA District Unit Assessments: Of the 4 unit assessments, our 4th grade results indicated that there was growth after the first assessment. After the second, academic growth did not occur. Our 5th grade results indicated growth, but leveled off for both the third and fourth unit assessments. Our 6th grade results indicated academic growth throughout the four assessments. The overall ELA unit assessment average by grade level is as follows: 4th grade- 20%, 5th grade- 52% and 6th grade 39%. The first and second formative unit assessments for middle school included scores from two other schools. The 7th grade unit three assessment indicated that 39% of the students were at benchmark or at the challenged level, and 40% of the students were at benchmark or at the challenged level on the fourth unit assessment. The 8th grade unit three assessment indicated that 28% of the students were at benchmark or at the challenged level, and 63% of the students were at benchmark or at the challenged level on the fourth unit assessment.

2015-2016 Math District Unit Assessments: Both 4th and 5th grade results indicated growth for the first three assessments. Scores dropped on the fourth assessment. 6th grade scores indicated growth with a slight drop on the third assessment. 6th grade results for the fourth assessment indicated that 99% of the student were either at benchmark or challenge. The overall math unit assessment average by grade level is as follows: 4th grade- 49%, 5th grade- 66% and 6th grade- 79%. The first and second formative unit assessments for middle school included scores from two other schools. The 7th grade unit three assessment indicated that 27% of the students were at benchmark or at the challenged level, and 22% of the students were at benchmark or at the challenged level on the fourth unit assessment. The 8th grade unit three assessment indicated that 36% of the students were at benchmark or at the challenged level, and 41% of the students were at benchmark or at the challenged level on the fourth unit assessment.

**How the School will Evaluate the Progress of this Goal:**

Students will be assessed throughout the school year using the district common formative assessments (Five Unit Assessments). During data reflection sessions, teachers will analyze their student data, find areas of additional improvement, and create lesson designs to support areas of academic need. Grade level teams will identify common agreements to improve student achievement. In addition, other measures will be analyzed to determine student progress. In the spring, students will be assessed on the CAASPP/SBAC summative assessment. For more information about the CAASPP/SBAC, visit the CDE website at <http://caaspp.cde.ca.gov>.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Ocean View Hills will ensure that lesson design and curriculum are aligned with the new California State Standards for English Language Arts.	Aug 2016 - May 2017	Principal Teachers					
The ELA assessment matrix created by our teachers district wide will be used to outline and pace lesson designs for English Language Arts. The assessment matrix will also be used to identify curriculum and materials in our state adopted ELA	Aug 2016 - May 2017	Principal Site Teachers					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
textbook, and other supplemental resources to support student achievement.						
For every ELA unit, teachers will post visible and current target standards from the assessment matrix. Along with the specific unit target standards, measurable daily learning targets (focused instruction, purpose, relevance) will be posted and discussed with students.	Aug 2016 - May 2017	Principal Teachers				
Ocean View Hills will ensure that lesson design and curriculum are aligned with the new California State Standards for math.	Aug 2016 - May 2017	Principal Teachers				
The math assessment matrix created by our teachers district wide will be used to outline and pace lesson designs for mathematics. The assessment matrix will also be used to identify curriculum and materials in our state adopted math textbook, and other supplemental resources to support student achievement.	Aug 2016 - May 2017	Principal Teachers				
For every math unit, teachers will post visible and current target standards from the assessment matrix. Along with the specific unit target standards, measurable daily learning targets (focused instruction, purpose, relevance) will be posted and discussed with students.	Aug 2016 - May 2017	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>IMRA: Provide supplemental academic support to at risk students. Support students with technology. Maintain instructional materials to support teachers with curriculum.</p>	<p>July 2016 - May 2017</p>	<p>Instructional Media Resource Aide</p>	<ul style="list-style-type: none"> <li>Provide supplemental academic support to at RISK students and the teacher.</li> <li>Support faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.</li> <li>Assist students in researching special projects related materials.</li> <li>Assist students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.</li> <li>Assist students in developing critical thinking skills by facilitating special projects materials.</li> <li>Maintain a wide variety of statistical records and prepare required reports relative to student progress.</li> <li>Prepare, develop, and maintain</li> </ul>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p>	<p>32,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ocean View Hills will provide an after school academic intervention program. Certificated teachers will provide instruction to students, who fall below the line on the unit assessments and other formative measures. A greater emphasis will be directed to the following AYP (Academic Yearly Progress) target groups: Filipino, Hispanic, English Learners, and Low Income. Certificated teachers and the TOSA will collaborate to develop curriculum and analyze data. Pre and post assessments will be generated and used to evaluate student progress. Examples include Scholastic English 3D materials will be purchased. Intervention for literacy.	October 2016 - May 2017	Principal TOSA Certificated Teacher	Teacher Pay for instruction, planning and data analysis Materials & Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	9,308.00 18,372.00
Ocean View Hills will provide researched based Professional Development to support the academic achievement of students in ELA, ELD and Math.	August 2016 - May 2017	Principal Teachers	Research based professional development will be provided by Principal's Exchange.	5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00
All grade level teams will allocate a minimum of 30 minutes of ELD time to support our English Learners.	Aug 2016 - May 2017	Teachers Principal				
Based on ELA and math formative unit assessments, grade level teams will provide small group instruction to differentiate lesson design for students who score below the line.	Aug 2016 - May 2017	Teachers Principal				
Grade Level PLCs will participate in a meta-reflection process during scheduled data reflection sessions. PLCs will analyze data, and identify common agreements- instructional practices, lesson designs,	Sep 2016 - May 2017	Grade Level PLCs TOSA Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
<p>supplemental curriculum and resources. Common agreements will be implemented as a grade level to address students who score below the line in the assessment matrix, and to address the achievement gap for the following target groups: Filipino, Hispanic, English Learner and Low Income.</p> <p>Teachers will participate in professional development aligned with the New State Common Core Standards.</p>	<p>July 2016 - May 2017</p>	<p>Teachers Principal</p>	<p>Teachers will attend professional development on best instructional practices to address the academic needs of all our students, including our site's target groups that did not make adequate yearly progress (Filipino, Hispanic, English Learners and Low Income). An emphasis on ELA and math professional development will be placed to address the academic needs that led to program improvement.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>3,000.00</p>
<p>Build site leadership capacity within grade level teams. Following each of the five unit formative assessments, teachers and site administration will participate in the data reflection sessions to identify areas of growth in instructional practices and lesson design.</p>	<p>Sep 2016 - May 2017</p>	<p>Teachers Principal</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Site administration will attend Administrative Power Clinics provided by Principals Exchange.	July 2016 - May 2017	Principal	Attendance at administration power clinics.		
Teachers will be provided site release days. Grade level PLCs will collaborate to plan lesson designs based on district assessment matrix, results of unit formative assessments, and other formative measures.	July 2016 - May 2017	Principal Teachers	Funding support for substitutes under TCHR SUB-REG line item from business office.	1000-1999; Certified Personnel Salaries	4,000
Site administration will conduct instructional walkthroughs to provide teacher support and feedback. Emphasis will be school-wide focus on Checking for Understanding and Academic Student Discourse, grade level focus (One of the 4 C's of Common Core- Communication, Collaboration, Creativity or Critical Thinking), and Common Agreements from data reflection sessions.	Aug 2016 - May 2017	Principal	In addition to our school wide focus, each grade level has chosen one of the Four C's of Common Core as an emphasis in their lesson design: 4th Grade- Collaboration 5th Grade- Collaboration 6th Grade- Creativity		
Following each of the five formative unit assessments, teachers and site administration will participate in data reflection sessions to identify standards that posed the most challenges to our students. Based on the formative assessments, upcoming lesson designs will be adjusted accordingly.	Sep 2016 - May 2017	Grade Level PLCs TOSA Principal			

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b>
Ocean View Hills will provide a safe environment, as well as a nurturing school climate to encourage our students to Achieve, Contribute and Thrive.
<b>Data Used to Form this Goal:</b>
Referrals, suspensions and student ADA- Average Daily Attendance.
<b>Findings from the Analysis of this Data:</b>
Our ADA for the 2015-2016 school year was nearly 97%. For this school year from July 2016 to December 2016, our ADA was nearly 97%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor ADA, referrals and suspensions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a middle school Leadership Elective or Club to facilitate and promote school spirit and character education program.	July 2016 - May 2017	Leadership Advisor Leadership Class Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement research-based character education program school-wide.	July 2016 - May 2017	Certificated Staff Classified Staff Students Principal	At the beginning of each day school-wide, Ocean View Hills will promote PeaceBuilder principles and Dolphin Pride monthly essential character traits. Students from our leadership class will incorporate our character education program in our daily broadcast with the guidance of the principal and/or certificated faculty. Assembly for anti bullying			
A full-time campus security supervisor at Ocean View Hills will be present.	July 2016 - May 2017	Human Resource	A campus security supervisor will assist in ensuring the safety of our campus. Our site campus security supervisor will be an integral part of our Site Safety Plan.			

**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b>
Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b>
Ocean View Hills will have opportunities throughout the year to engage parents.
<b>Data Used to Form this Goal:</b>
Data used will be parent attendance rate, as well as student ADA (Average Daily Attendance).
<b>Findings from the Analysis of this Data:</b>
Our overall student ADA last year was nearly 97%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analyze parent participation rate and student ADA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Ocean View Hills will plan events throughout the school year such as: Back To School Night, Parent Conference Week, Spring Open House, Fall and Spring Festival, etc.	Aug 2016 - May 2017	Principal Teachers Outreach Coordinator PTA			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
Ocean View Hills PTA will provide opportunities to support parent engagement.	July 2016 - May 2017	PTA	Through persistent collaboration with 9th District PTA, our school has re-installed PTA on April 27, 2016. Our PTA Officers are: President- Ms. G. Arellano, Vice President- Ms. P. Aleman-Diaz, Treasurer- Ms. Y. Soderberg, Secretary- Maida Gonzalez, Auditor- Ms. A. Renslow & Historian- Ms. V. Castorena. PTA Officers will actively take the lead in organizing and promoting events to engage and re-engage our school community. Our Community Outreach Coordinator will support our PTA endeavors.		
Parents will have opportunities to attend and participate in conferences.	July 2016 - May 2017	SSC ELAC Principal	Parent workshops, registration and fees.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement 5500.00
Ocean View Hills will provide opportunities for parents to participate in School Site Council and English Language Advisory Committee.	Aug 2016 - May 2017	Principal SSC Parents ELAC Parents Outreach Coordinator	Our Outreach Coordinator will assist in reaching out to our parents to promote SSC and ELAC Meetings. In addition, she will actively participate in these meetings to support the two committees.		
The front office staff of Ocean View Hills will provide a high level of	July 2016 - May 2017	Principal Front Office			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
customer service when interacting and assisting parents and community members, whether in person or via telephone.		Personnel			Amount

## 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 STUDENT ACHIEVEMENT**

**SCHOOL GOAL #1:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development	July 2016-June 2017	Assistant Superintendent of Educational Services	1.1-1.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	250,000.00
1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	482,000.00
1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Other	216,000.00
1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	<p>July 2016-2017</p>	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p> <p>Coordinator of Federal and State Programs</p>	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00
			1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
			1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
			1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00
			1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	
			1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base	
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00
			1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing 1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators. 1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM. 1.18 Continue to provide class size reduction in grades K-3.	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits  1.17 Salary/Benefits  1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Base  LCFF - Base  LCFF - Base	30,512,000.00  25,000.00  100,000.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT**

**SCHOOL GOAL #2:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic Services and Safety	July 2016-June 2017	Deputy Superintendent	2.1 Salary/Benefits	1000-1999: Certificated	LCFF - Base	3,000,000.00
2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.		Assistant Superintendent of Educational Services	2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
2.3 Review and revise safety plans for district and site needs.			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00
2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Climate and Student Engagement	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
2.5 Provide professional development for district and site staff to a support positive academic school environment.		Director of Human Resources	2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
2.6 Continue support of ASB at the middle school.		Coordinator of Child Welfare, Attendance, and Family Services	2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.		Coordinator of ASES	2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
2.8 Continue to implement an attendance recovery program for grades 7 and 8.			2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00
2.11 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress.						



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT**

**SCHOOL GOAL #3:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.		Student and Family Services Manager	3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.		Coordinator of Federal and State Programs	3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.			3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500,000.00
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.			3.6 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	86,680.00	0.00
Title I Part A: Parent Involvement	5,500.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	86,680.00
Title I Part A: Parent Involvement	5,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	16,308.00
2000-2999: Classified Personnel Salaries	32,000.00
4000-4999: Books And Supplies	18,372.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating	20,000.00

## 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	Title I	16,308.00
2000-2999: Classified Personnel Salaries	Title I	32,000.00
4000-4999: Books And Supplies	Title I	18,372.00
5800: Professional/Consulting Services And	Title I	20,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	5,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	86,680.00
<b>Goal 3</b>	5,500.00

## 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
Patricia Aleman Dias				X	
Andre Christian				X	
Felipe Nuno				X	
Iliana Alcaraz				X	
Jose Cortez				X	
Maida Gonzalez			X		
Steve Gonzales		X			
Vikki Castorena		X			
Maria Diaz		X			
Nadia Aviles	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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  
*Alina A. S.*  
\_\_\_\_\_  
Signature

English Learner Advisory Committee

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 March 1, 2017.

Attested:

<p>Nadia Aviles _____ Typed Name of School Principal</p>	<p><i>[Signature]</i> _____ Signature of School Principal</p>	<p>3/1/17 _____ Date</p>
<p>Felipe Nuno _____ Typed Name of SSC Chairperson</p>	<p><i>[Signature]</i> _____ Signature of SSC Chairperson</p>	<p>3/1/17 _____ Date</p>

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide  
**DEPARTMENT:** As Assigned  
**FLSA:** Non-Exempt  
**UPDATED:** April 2016

**REPORTS TO:** Site Principal  
**CLASSIFICATION:** Classified (11 month)  
**SALARY:** Classified Schedule Steps 10-14  
**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

### **KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

## **Title I School-Level Parental Involvement Policy Ocean View Hills**

2016-2017 Update

Ocean View Hills has developed a written Title I parental involvement policy with input from Title I parents. A meeting was held on August 29, 2016. The policy was distributed to parents of Title I students. At the beginning of the school year a welcome packet was distributed to students. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Ocean View Hills, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.  
- Parent Meetings
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. August 29, 2016 at 3:00pm and January 30, 2017 at 8:30 am  
- Invitation by robocall, texting and by flyers
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review\*, and improvement of the school's Title I programs and the Title I parental involvement policy.\*\*  
*Parent monthly meetings.*

The school provides parents of Title I students with timely information about Title I programs.

*Parent monthly meetings and invitation by robocall, texting and by flyers.*

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.  
(Invitation by robocall, texting and by flyers)
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.  
*School Site Council.*

*\*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

*\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

### **School-Parent Compact**

*Ocean View Hills School* distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

*Attend School Site Council meetings.*

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

*Parent meetings.*

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

*Parent meetings.*

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the

parents understand.

*Translate meetings into parent's proficiency language.*

- The school provides support for parental involvement activities requested by Title I parents.

*Providing information proficiency language.*

### **Accessibility**

*Ocean View Hills School* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

*Translate meetings into parent's proficiency language and accommodating parents needs and supports.*



SAN YSIDRO SCHOOL DISTRICT  
FAMILY/SCHOOL COMPACT

**School/Staff Pledge:**

We understand how important the school experience is to each student. Our role as educators and models is a critical aspect of that experience. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Teach class through interesting and challenging lessons that promote student achievement.
- Communicate regularly with parents about student progress and homework.
- Provide a safe, positive, caring, and learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Respect the school, student, staff and families.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student Pledge:**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to best of my abilities.

- Come to school on time and ready to learn.
- Bring necessary materials, completed assignments and homework.
- Know to follow school and class rules.
- Communicate regularly with my parents and teacher about school experiences so they can help me be successful in school.
- Limit my T.V. watching and instead study or read every day after school.
- Respect the school, classmate, staff, and families.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Family/Parent/Guardian Pledge:**

I understand that my participation in my child’s education will help his/her achievement and attitude. I agree to carry out the following responsibilities to the best of my ability.

- Ensure that my child attends school every day, gets adequate sleep, and proper nutrition.
- Regularly monitor my child’s progress in school.
- Communicate the importance of education and learning to my child.
- Participate at school activities such as school decision-making, volunteering, attending Parent/Teacher conferences, Back to School Night, Open House and other school events.
- Respect the school, student, staff and families.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/School Name Here  
Spring Revision 2016

**Plan Priorities:** Identify the top priorities and major expenditures supporting these priorities.

Description (Goal/Strategy/Action Step)	Expenditure (include funding source)
Students will demonstrate academic growth.	Title I- \$80,356.00- Goal 1 \$24,000- Goal 3 \$6,300- Goal 5
Ocean View Hills will provide a safe learning environment where all our students will achieve, act and thrive.	General Fund- Fulltime Campus Security
Ocean View Hills will increase parent engagement.	Title I Part A: Parent Involvement \$2,581.00

### Plan Implementation

Identify strategies in the current SPSA that were fully implemented as described in the plan.

Strategy	Data to support
Ocean View Hills will ensure that lesson designs and curriculum are aligned with the new California State Standards for English Language Arts. The ELA assessment matrix created by our teachers district wide will be used to outline and pace lesson designs for English Language Arts and math. The assessment matrix will also be used to identify curriculum and materials in our state adopted ELA and math textbooks, and other supplemental resources to support student achievement. For every ELA and math unit, teachers will post visible and current target standards from the assessment matrix. Along with the specific unit target standards, measurable daily learning targets (focused instruction, purpose, and relevance) will be posted and discussed with students.	Classroom walkthroughs  Daily focused walkthroughs  Daily focused walkthroughs

# Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/School Name Here

Spring Revision 2016

<p>Grade Level PLCs will participate in a meta-reflection process during scheduled data reflection sessions. PLCs will analyze data, and identify common agreements- instructional practices, lesson designs, supplemental curriculum and resources. Common agreements will be implemented as a grade level to address students who score below the line in the assessment matrix, and to address the achievement gap for the following target groups: Filipino, Hispanic, English Learner and Low Income.</p> <p>Build site leadership capacity within grade level teams. Following each of the five unit formative assessments, teachers and site administration will participate in the data reflection sessions to identify areas of growth in instructional practices and lesson design.</p> <p>Following each of the five formative unit assessments, teachers and site administration will participate in data reflection sessions to identify standards that posed the most challenges to our students. Based on the formative assessments, upcoming lesson designs will be adjusted accordingly.</p> <p>Site administration will attend Administrative Power Clinics provided by Principals Exchange.</p> <p>Site administration will conduct instructional walkthroughs to provide teacher support and feedback. Emphasis will be school-wide focus on Checking for Understanding and Academic Student Discourse, grade level focus (One of the 4 C's of Common Core- Communication, Collaboration, Creativity or Critical Thinking), and Common Agreements from data reflection sessions.</p>	<p>Teacher participation</p>
	<p>Daily focused walkthroughs</p>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/School Name Here  
Spring Revision 2016

### Plan Implementation

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Strategy	<ul style="list-style-type: none"> <li>• What specific actions related to those strategies were eliminated or modified during the year?</li> <li>• Identify barriers to full or timely implementation of the strategies identified above.</li> <li>• What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?</li> <li>• What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?</li> </ul>
<p>Ocean View Hills will provide researched based supplemental materials to support ELA and math core curriculum that will increase success in math, reading, writing, vocabulary development, and overall student achievement. Purchases will be based on multiple measures.</p>	<p>Need more time and data to make decision on which materials/resources to use.</p>
<p>After school academic support</p>	<p>Need more time and data to make decision on which target groups to serve.</p>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/School Name Here  
Spring Revision 2016

### Strategies and Activities

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

Strategy	Evidence
<p><b>PLC Release Day/Data Reflection Sessions</b></p> <p>Build site leadership capacity within grade level teams. Following each of the five unit formative assessments, teachers and site administration will participate in the data reflection sessions to identify areas of growth in instructional practices and lesson design.</p>	<p>Demonstration of achievement growth in unit formative assessments and preliminary CAASPP results.</p>
<p><b>Classroom walkthroughs</b></p> <p>Site administration will conduct instructional walkthroughs to provide teacher support and feedback. Emphasis will be school-wide focus on Checking for Understanding and Academic Student Discourse, grade level focus (One of the 4 C's of Common Core- Communication, Collaboration, Creativity or Critical Thinking), and Common Agreements from data reflection sessions.</p> <p>For every ELA and math unit, teachers will post visible and current target standards from the assessment matrix. Along with the specific unit target standards, measurable daily learning targets (focused instruction, purpose, and relevance) will be posted and discussed with students.</p>	<p>Demonstration of achievement growth in unit formative assessments and preliminary CAASPP results.</p>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/School Name Here

Spring Revision 2016

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. **Our evidence will be based on unit formative assessments and SBAC/CAASPP. At this time, it is too early to make a determination, as we only have concluded with year one data.**

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)	Recommendation (based on analysis):
	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other: Lack of standard curriculum	<input type="checkbox"/> Eliminating it from next year's plan <input type="checkbox"/> Continuing it with the following modifications:
	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other: Not standardized.	<input type="checkbox"/> Eliminating it from next year's plan <input type="checkbox"/> Continuing it with the following modifications:

### Involvement/Governance

- How was the SSC involved in development of the plan? **Information was discussed during SSC/ELAC Meetings throughout the year.**
- How were advisory committees involved in providing advice to the SSC? **Feedback was encouraged and taken during SSC Meetings.**
- How was the plan monitored during the school year? **SPSA was shared during SSC/ELAC Meetings periodically throughout the year.**

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/School Name Here

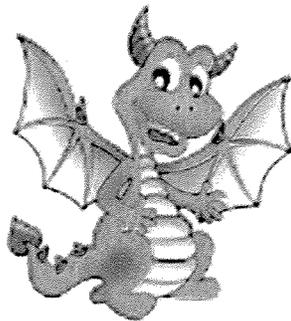
Spring Revision 2016

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? **No major changes, except for creating a survey for students. We will need to include more avenues to gain student feedback. Continue to share and involve SSC/ELAC members.**

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

SMYTHE ELEMENTARY



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** Smythe Avenue School  
**CDS Code:** 37 68379 6085146  
**District:** San Ysidro School District  
**Principal:** Joel I. Tapia  
**Revision Date:** February 28, 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:** Joel I. Tapia  
**Position:** Principal  
**Phone Number:** (619) 428-4447  
**Address:** 1880 Smythe Ave,  
San Ysidro, CA 92173  
**E-mail Address:** joel.tapia@sysd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on March 9, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	3
Description of Barriers and Related School Goals .....	5
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	14
Quality Snapshot .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2.....	39
School Goal #3.....	51
Centralized Services for Planned Improvements in Student Performance .....	63
Centralized Service Goal #1.....	63
Centralized Service Goal #2.....	83
Centralized Service Goal #3.....	103
Summary of Expenditures in this Plan.....	123
Total Allocations and Expenditures by Funding Source .....	123
Total Expenditures by Object Type.....	125
Total Expenditures by Object Type and Funding Source.....	127
Total Expenditures by Goal .....	129
School Site Council Membership .....	130
Recommendations and Assurances.....	131

## School Vision and Mission

### Smythe Avenue School's Vision and Mission Statements

#### Mission Statement

To ensure all students achieve academic excellence, All members of our learning community are committed to providing a safe and nurturing environment that fosters academic achievement, personal growth, social responsibility, and proficiency in technology.

#### Vision Statement

The vision of Smythe Avenue Elementary School is for every student to achieve at or above grade level according to district and state standards in all subjects. Students will become lifelong learners who attain academic and social success while making positive choices. Smythe School is committed to building a strong partnership with our parents and the community.

## School Profile

At Smythe Elementary School, we are proud to be committed to providing the best education for every child, including special needs students, English Learners, Newcomers, Foster and Homeless Children. Our teachers pride themselves in teaching the 21st century skills needed for our children to be successful. Teachers use the California Common Core standards to guide their instruction and student learning. Our advanced students are challenged and our struggling students are given the extra support to meet grade level expectations. Smythe has a strong community connection. We are partnered with Southwestern College in an effort to provide parent training through various workshops. Parent involvement is powerful at Smythe School. Our parents are a strong component of our school community. They help teachers in and out of the classroom, they plan and implement fun events for students and families and help create an inviting school culture.

Smythe is located in the border community of San Ysidro. The school overlooks Tijuana, Mexico to the south, and Chula Vista to the North. Smythe's demographics are as follows: 96.2% Hispanics, 3.8% Other Races, 46.7% Female, 53.3% Male, 80.7% LEP, 17.6% English Only, 7.4% Students with Disabilities and 84.5% Socioeconomically Disadvantaged. All students are valued equally and are provided a safe and supportive learning environment.

#### Preschool Transition to Kindergarten

To create a seamless transition of students from preschool to kindergarten, the San Ysidro School District operates a Child Development Center (CDC). In May, every preschool classroom visits a Kindergarten class at their future home school. During the visit, preschool and kindergarten students co-mingle and the kindergarten teachers read a story to all students.

In addition, the CDC schedules transition meetings with parents to discuss what to expect as their child makes the transition to kindergarten. For those students deemed to be at-risk, parents are notified and attend a workshop. At the workshop, teachers meet with parents, discuss student progress, and are provided materials to work with students at home. The CDC also coordinates a Kindergarten Readiness workshop for all parents.

For those students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in the transition to kindergarten classes in the San Ysidro School District.

## 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).

Parent surveys were conducted in May 2016. The surveys showed 70% of parents know which educational programs are offered at Smythe School, 51% of Smythe parents are aware of the California Common Core standards being implemented in classrooms, 65% of parents would like to attend parent trainings to better understand the California Common Core Standards, 93% of ELL parents are

satisfied with the instruction in English as a second language their child is receiving, 50% of parents are aware of programs offered to support their child if he/she are having difficulties, 85% of parents have the ability to help their children in English, 97% of parents have access to technology or internet, 92% of parents feel their child is safe at school, 88% of parents are satisfied with the level of English their children are attaining, 78% of parents feel they have the opportunity to be involved in their child's education (volunteer, parent workshops, parent conferences, SST, ELAC). Through staff collaboration; teachers have expressed the need of Common Core Math and ELA curriculum and Professional Development.

### Classroom Observations

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

During formal/ informal observations the site administrator monitors the implementation of the California Common Core Standards and provides feedback to teachers.

Classroom observations may be formal or informal and are conducted weekly for different purposes. Formal observations are part of the evaluation process, they may be scheduled or unannounced, and may last from 20 -30 minutes with follow up feedback. Informal observations or walk-throughs are short 5-10 minutes visits with immediate feedback. The purpose of informal observations is to monitor instruction, and to provide assistance to teachers with the goal of student success.

As a result of the walkthroughs and formal observations the following evidence was found:

CCSS are being implemented and a greater percentage of students are engaged in the lessons

Routines and procedures allow for instructional time to be used efficiently in most classrooms

Teacher collaboration is evident in the classrooms as classrooms activities and lessons are the same per grade levels

ELD teaming takes place in order to provide designated English instruction

Technology is used mostly by teachers. Only one class has Chrome books for every student

### 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)

Teacher created district-wide assessments will be used to inform instructional practices, lesson design and delivery. CELDT data will be used to create groups for designated ELD time in order to meet AMAO 1 and AMAO2.

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

Results from district CCS benchmark assessments will be used during grade level data reflection meetings as well as individual student monitor meetings with the principal. The purpose of these meetings is for teachers to collaborate in order to make modifications to instruction to better meet the academic needs of our students. These meetings also provide a structure to focus on curriculum, instruction, and student learning.

### Staffing and Professional Development

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

100% of Smythe teachers meet the requirements for highly qualified staff.

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

The curriculum used at Smythe is a combination of the SBE-adopted materials and Common Core Standards. Teachers have participated in CCSS staff development in the summer.

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

Staff development has been 100% aligned to the Common Core Standards adopted by the state of California. Assessments were created based on Common Core Standards Matrices.

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

A lead Instructional teacher has been assigned to Smythe to support teachers in the implementation of the Common Core Standards

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

Teacher collaboration takes place in various ways; twice a month planning, and data reflection meetings after benchmarks are scored. The result of the data reflection meeting is a set of instructional agreements that teacher make to help move students towards benchmark.

### Teaching and Learning

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

Instruction and materials are aligned to the Common Core Standards. Teachers participated in a summer institute to review the Smarter Balanced Blue Print and analyze New Common Core State Standards to create an assessment matrix. In addition, five units (formative assessments) aligned to the Common Core were created. and are currently being used as the district assessment benchmarks.

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

1st through 3rd grade have a 2 hour English Language Arts block, 45 minutes of designated ELD time for ELL's and 60 minutes of math instruction. Kinder has an hour and a half Language Arts period, 30 minutes ELD for ELL's, and 40 minutes of Math

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

Our lesson design and pacing will be determined by the assessment matrix created by our teachers district wide. Based on each Unit Benchmark Assessments, teachers will make necessary adjustments with lesson pacing based on the agreements made during data reflection meetings.

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

We will continue to use our district adopted materials in English, Language Arts, Math, Social Science, and Science with the support of Common Core supplementary materials recommended by teachers and Educational Services to adapt our instruction to the new Common Core Standards.

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)

Every student at Smythe has access to SBE-adopted core materials, including intervention materials.

### Opportunity and Equal Educational Access

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

During instructional time teachers will assess learning ,and will differentiate instruction accordingly. Small flex groups will enable students to access the core. After school interventions, as well as support in class by teacher on special assignment are in place to support under performing students.

14. Research-based educational practices to raise student achievement

Best Practices, small group instruction, student collaboration, gradual release of responsibility, active student engagement.

Parental Involvement

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

Parenting classes, parent meetings, teacher conferences are among some of the resources available at Smythe to support parents to help their students. Partnership with Southwestern College for parenting classes was created in an effort to expand parents resources in the community.

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)

N/A

Funding

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

Resource teacher that participates in ELD teaming as well as in push-in services for struggling students. In addition the Instructional Media Resource Aide supports students and teachers by ensuring that CORE and supplemental materials are available when needed.

18. Fiscal support (EPC)

Smythe receives additional fiscal support from Educational Services for Teacher Professional Development, materials.

**Description of Barriers and Related School Goals**

Teacher collaboration is key, we need to provide more time for teachers to collaborate during the week.

Student attendance

Parent support for students at home

## 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	190	164	173	160	170	158	91.1	95.8
All Grades	190	164	173	160	170	158	91.1	95.8

\* 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	2346.6	2368.3	3	8	8	18	27	23	61	51
All Grades	N/A	N/A	3	8	8	18	27	23	61	51

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	5	9	35	35	60	56
All Grades	5	9	35	35	60	56

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	2	5	28	42	68	53
All Grades	2	5	28	42	68	53

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	4	9	61	61	35	30
All Grades	4	9	61	61	35	30

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	5	12	42	44	53	44
All Grades	5	12	42	44	53	44

**Conclusions based on this data:**

1. 60 % of the third graders are below grade level in Reading.
2. 68% of the third grade students are below standards in Writing.
3. 61% of the third graders are meeting standards in Listening

## 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	190	164	184	163	181	161	96.8	85
All Grades	190	164	184	163	181	161	96.8	85

\* 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	2385.8	2395.0	4	6	16	27	34	23	44	45
All Grades	N/A	N/A	4	6	16	27	34	23	44	45

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	12	21	39	31	49	48	
All Grades	12	21	39	31	49	48	

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	4	7	39	42	56	51
All Grades	4	7	39	42	56	51

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	8	11	56	58	35	32
All Grades	8	11	56	58	35	32

#### Conclusions based on this data:

- 49% of third grade students are below standard in concepts and procedures
- 56% of students in the third grade are below standard in problem solving and data analysis
- 56% of students in third grade are meeting standards in communicating and reasoning



## 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				13		4	27	11	21	20	22	18	40	67	57
1	3	5	5	11	16	14	32	25	30	21	22	20	32	32	31
2	4	3	8	13	10	11	26	35	35	22	33	23	34	18	24
3	2	1	3	14	12	20	40	35	38	25	27	23	20	24	16
<b>Total</b>	3	3	5	13	12	14	32	31	34	23	27	22	30	27	26

#### Conclusions based on this data:

1. 67% of kinder students are beginners
2. 32% of first graders are beginners
3. 35% of second and third graders are intermediate

## 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			1	2	2	2	8	8	8	12	13	13	77	78	76
1	3	5	5	11	15	13	30	24	28	20	21	17	36	35	37
2	4	3	8	13	10	10	26	34	33	21	33	24	36	20	26
3	2	1	2	13	11	20	38	31	37	23	25	22	25	31	19
<b>Total</b>	2	2	4	9	9	10	24	23	24	19	23	18	45	43	44

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	422	402	370
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	422	402	370
Number Met	206	188	188
Percent Met	48.8%	46.8%	50.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

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	603	0	567	0	532	1
Number Met	61	--	56	--	67	--
Percent Met	10.1%	--	9.9%	--	12.6%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	No	--

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

#### Conclusions based on this data:

1. Smythe did not meet AMAO1 benchmark of 60.5%
2. Smythe did not ,meet AMAO2 benchmark of 24.2%
3. 46.8% of ELL students met benchmark

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
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. Between 2012 and 2013 the annual growth decreased

# School and Student Performance Data

## Quality Snapshot



**2013-14 School Quality Snapshot**  
**Smythe Elementary**  
 San Ysidro Elementary  
 1880 Smythe Ave., San Ysidro, CA 92173

Grades Offered: K - 3  
 Enrollment: 181  
 Charter: No  
 Title I Funded: Yes  
 CDS Code: 3J-88379-6085146

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**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
 The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
 It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high quality teaching and learning.

**What are the Smarter Balanced Tests?**  
 The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
 The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
 The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
 Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ta/>

**California's Academic Performance Index (API)**

2013 Growth API	772
Growth from Prior to Current Year	-46
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2013 Growth API State Rank	3
2013 Growth API Similar Schools Rank	8

**API Subgroup Performance - 2013 API Growth**

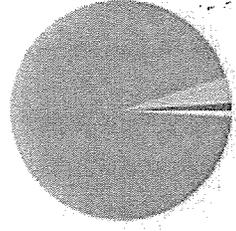
	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	No	-51
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	No	57
Socioeconomically Disadvantaged	No	-52
Students with Disabilities	--	--

Green — Student group met target  
 Red — Student group did not meet target  
 Grey — Student group is not numerically significant

**CHART LEGEND:**  
 ■ SCHOOL ■ DISTRICT ◆ STATE

**CDS: County district school**  
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

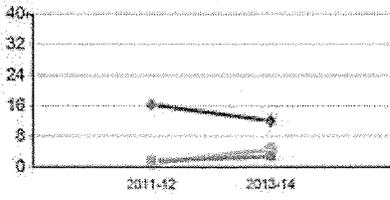
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	78%
Socioeconomically Disadvantaged	84%
Students with Disabilities	7%

**Percentage of Students Redesignated to Fluent-English Proficient**



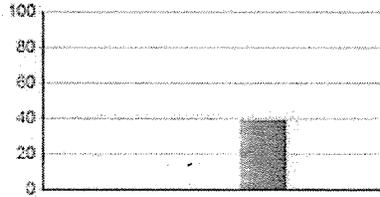


**2013-14 School Quality Snapshot**  
**Smythe Elementary**  
 San Ysidro Elementary  
 1980 Smythe Ave., San Ysidro, CA 92177

Grades Offered: K-3  
 Enrollment: 787  
 Charter: No  
 Title I Funded: Yes  
 CDS Code: 37-60376-6065146

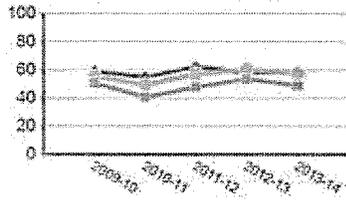
**CST Science Results**  
 (percent proficient and above)  
 No Data Available

**Percentage of 2012-13 Graduates Meeting**  
 University of California "a-g" Requirements:

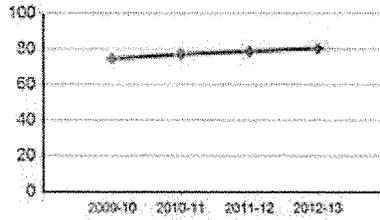


**2012-13 Average SAT Score**  
 No Data Available

**Percentage of English Learners Making**  
 Progress in Learning English:

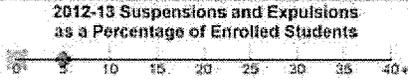


**Cohort Graduation Rate\***



**CAHSEE English-Language Arts**  
 Grade 10 Passing Rate  
 No Data Available

**Percentage of Students in the**  
 Healthy Fitness Zone in 2012-13  
 No Data Available



**CHART LEGEND:**

■ SCHOOL    ● DISTRICT    ◆ STATE

\* Only four years of data are available.

CAHSEE: CA High School Exit Examination  
 CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics**  
 Grade 10 Passing Rate  
 No Data Available

**Planned Improvements in Student Performance**

**School Goal #1**

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b> All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b> All students will improve annually in all content areas as measured by assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math.
<b>Data Used to Form this Goal:</b> CAASPP/SBAC data from 2014-2015 was used as a baseline to determine student areas of need in English Language Arts and Mathematics, District Benchmarks
<b>Findings from the Analysis of this Data:</b> Achievement Level distribution on the CAASPP indicates the percentage of 3rd graders scoring at the levels of Standard Exceeded or Standard Met was 12% in English Language Arts. Sixty-two percent (62%) of students scored at the level of Standard Not Met in English Language Arts. In Mathematics, 21% of 3rd graders scored at the level of Standard Exceeded or Standard Met, while 45% scored at Standard Not Met. These findings indicate the need for additional support in both content areas.
<b>How the School will Evaluate the Progress of this Goal:</b> Students will be assessed throughout the school year using formative assessments which were created over the summer by teachers at all grade levels. During grade level data reflection meetings, PLC meetings, and student monitoring meetings, the results of the district assessments will be analyzed and lessons will be created to support those students not meeting the standards. In addition, data accumulated from Accelerated Reader will be analyzed to determine student progress in reading. In the Spring, students will be assessed on the CAASPP/SBAC. For more information about the CAASPP/SBAC, visit the CDE website at <a href="http://caaspp.cde.ca.gov">Http://caaspp.cde.ca.gov</a> .

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.1 At Smythe School we will ensure that lesson design and curriculum are aligned with the California Common Core State Standards for English Language Arts, and Math to meet the needs of all students	July 27, 2016- June 9 2017	Joel Tapia - Principal Laura English-Resource Teacher Patty Burch-Teacher Lead Teachers	Substitutes for teacher colaboration Student Monitoring Meetings PLC meetings	1000-1999: Certificated Personnel Salaries	Title I	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.2 Data Reflection Meetings to analyze benchmark assessments will provide an opportunity for teachers to share best practices and make agreements to guide instruction.	Every 6 weeks after Benchmark Assessments	Joel Tapia - Principal Laura English- Resource Teacher Patty Burch- Teacher Lead Teachers	Substitute teachers in order to provide teachers release time for the meetings	1000-1999: Certificated Personnel Salaries	District Funded	
Action Step 1.3 Create Before and After School Interventions for struggling students, and Enrichment Clubs which will include journalism, computer club, art, STEM, music, dance	July 2016- May 2017	Joel Tapia - Principal Teachers	Hire Teachers and /or instructors	1000-1999: Certificated Personnel Salaries	Title I	8,000.00
			Purchase supplemental materials for after school enrichment and intervention classes	4000-4999: Books And Supplies	Title I	2,000.00
Action Step 1.4 Push In Intervention by Resource Teacher during Language Arts to support at risk students	July 2016- June 2017	Joel Tapia- Principal Laura English	Resource Teacher Purchase materials and supplies to support interventions in literacy	1000-1999: Certificated Personnel Salaries	Title I	1986.08
Action Step 1.5 Implement Accelerated Reader in all grade levels to increase student performance in the area of literacy and language arts. Teachers will monitor students on a weekly basis to determine progress.	July 2016- June 2017	Joel Tapia - Principal Teachers	Professional Development Renew contract with Renaissance Learning	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 1.6 Researched base instructional strategies will be used in all classrooms . SIOP, GLAD	Ongoing 2016-2017 school year	Joel Tapia - Principal	Provide teachers professional development in GLAD or SIOP strategies	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,284.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.7 Teachers will receive CCSS supplemental materials in Math to support all students	July 2016-June 2017	Joel Tapia - Principal	Math Supplementary Materials	4000-4999: Books And Supplies	General Fund	
Action Step 1.8 Teachers will receive professional development in technology	July 2016- June 27	Joel Tapia - Principal	Substitutes to provide teachers release time	1000-1999: Certificated Personnel Salaries	District Funded	
Action Step 1.9 PLC grade level meetings every two weeks in order for teachers to plan, and receive training.	July 2016-June 2017	Joel Tapia - Principal Laura English Patty Burch	Substitutes to provide teacher release time. Refer to Action Step 1.1 for funding			
Action Step 1.10 Use OARS Management system to gather student data to be analyzed in order to monitor student progress and make pertinent decisions	August 2016-June 2017	Joel Tapia - Principal Teachers Laura English Patty Burch	Supplies needed to print this data	4000-4999: Books And Supplies	District Funded	
Action Step 1.11 Use Razz-Kids , Learning A-Z , Accelerated Reader to target instructional Language Arts goals	October 2016-June 2017	Joel Tapia - Principal Teachers	Purchase Learning A-Z/ Razz Kids, Accelerated Reader	4000-4999: Books And Supplies	District Funded	
Action Step 1.12 Student Study Team will meet regularly to provide additional support for students struggling in all areas that affect learning,	July 2016- June 2017	Joel Tapia - Principal Laura English Outreach Consultant	Substitute to cover class while teacher attends the SST meeting Refer to Action Step 1.1 for funding			
Action Step 1.13 Purchase supplemental materials and supplies to support CCSS instruction	July 2016-June 2017	Joel Tapia - Principal Laura English	Purchase Supplies, Scholastic News, Kids Time and/ or other supplemental materials, tools, equipment to support instruction and CCSS	4000-4999: Books And Supplies	Title I	75,000
Action Step 1.14 Instructional Media Resource Aide to support teachers	July 27, 2016- June 9, 2017	Joel Tapia - Principal	IMRA	2000-2999: Classified Personnel Salaries	Title I	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and students with materials needed for CORE instruction as well as supplemental instruction and technology		Shirley Islas				
Action Step 1.15 Supplemental Materials and Supplies to support instruction	July 2016- June 9, 2017	Joel Tapia - Principal Sylvia Lugo	Purchase supplemental materials, tools, equipment, supplies to support Common Core Instruction	4000-4999: Books And Supplies	Title I	15,000
Action Step 1.17 Purchase Library Books	July, 2016-June 2017	Joel Tapia- Principal Shirley Islas	Library books will be purchased to support Common Core Instruction	4000-4999: Books And Supplies	Title I	2,000.00
Action Step1.18 Integrated and designated Instruction using SIOP, GLAD (Guided Language Acquisition Design). is model helps teachers by providing differentiated strategies to integrate instruction in English and grade level content in a heterogeneous, mainstream classroom.	July 2016-June 2017	Joel Tapia - Principal Laura English Teachers	PD in GLAD strategies	5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
Action Step1.19 ELD Teaming Students will be grouped according to CELDT levels for ELD instruction for 45 minutes a day, 4 days a week. Teachers will teach specific levels from 1-5	July 2016- June 2017	Joel Tapia - Principal Teachers	Designated ELD Instruction			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.20 Professional Learning Communities Grade level Meetings with the purpose of instructional planning, and curriculum alignment to the CCSS	July 2016- June 2017	Joel Tapia - Principal Resource Teacher TOSA	Substitutes to provide release time in order for teacher to plan Refer to Action Step 1.1 for funding			
Action Step 1.21 Resource Teacher is part of ELD Teaming in order to decrease the student to teacher ratio during the ELD designated time	August 2016-June 2017	Joel Tapia - Principal Laura English	Resource Teacher Refer to Action Step 1.4 for funding			
Action Step 1.22 After School Intervention for new comers to provide them with additional instruction in English	August 2016- June 2017	Joel Tapia - Principal Teachers	Hire teachers to provide New Comer ELD instruction after school Refer to Action Step 1.3 for funding			
Action Step 1.23 Use ELD supplementary materials and supplies for designated and integrated ELD instruction	July 2016- June 2017	Joel Tapia- Principal Teachers	ELD materials and supplies to support ELD CORE curriculum	4000-4999: Books And Supplies	District Funded	
Action Step 1.24 Monitor redesignated students, and provide additional support if necessary	January 2016- June 2017	Joel Tapia - Principal Laura English Teachers	Supplemental materials	4000-4999: Books And Supplies	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.25 Unpack the CELDT for teachers during staff meeting	August 2016- June 2017	Joel Tapia - Principal Laura English	Extract language from the CELDT, and provide strategies for teachers to work with students to understand the CELDT Refer to Action Step 1.4			
Action Step 1.26 Technology to Support Teacher and Student Learning	August 2016 - June 2017	Joel Tapia - Principal Sylvia Lugo	Instructional and Technology Tools, Equipment, Materials to support teaching and learning	0001-0999: Unrestricted: Locally Defined	Unrestricted	75,000
Action Step 1.27 Best Practices Summer Institute Instructional Design	June 13-17, 2016	Joel Tapia - Principal Teachers TOSA	Principal's Exchange	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 1.28 PD on How to Work With Special Needs Students in order for teachers to acquire additional strategies to support instruction of special needs students in the general education setting	October 2016- May 2017	Joel Tapia	Hire consultant to provide PD	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
Action Step 1.29 Teacher Collaboration- Release Time Planning every 2 weeks for the purpose of planning, analyzing data, and designing curriculum.	August 2016- May 2017	Joel Tapia	Substitutes for half day collaboration meetings See Action Step 1.1 for funding			
Action Step 1.30 Computer Programs - Teachers will be trained on on-line teaching/learning platforms to support CORE, and administer CASSP assessment	July 2016- June 2017	Joel Tapia Laura English	Teachers will receive PD for Renaissance and SBAC	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.31 Data Reflection Meetings where teachers will meet by grade levels to analyze data, and make instructional decisions in order to support academic achievement	12 times a year 2016-2017	Joel Tapia TOSA	Substitutes to provide teachers release time	1000-1999: Certificated Personnel Salaries	District Funded	
Action Step 1.32 Student Monitoring meetings to monitor students' achievement and discuss interventions	October 2016, March 2017	Joel Tapia Teachers	One substitute to release teacher while we meet to discuss class's achievement	1000-1999: Certificated Personnel Salaries	Title I	400.00
Action Step 1.33 Teachers will provide targeted instruction to meet the needs of at-risk students.	August 2016-June 2017	Joel Tapia Laura English Patty Burch Teachers	Tier 1 and Tier 2 interventions provided for students identified as at-risk			

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b> All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b> Students at Smythe School will be educated in a positive, safe, welcoming, drug-free environment that is also nurturing, and student centered
<b>Data Used to Form this Goal:</b> Parent survey, student referrals to office, suspension reports
<b>Findings from the Analysis of this Data:</b> Will be used to make changes in procedures, systems, personnel
<b>How the School will Evaluate the Progress of this Goal:</b> Referrals, incident reports, suspensions, attendance reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.1 Peace Patrol- Group of 3rd grade students that patrol the hallways at dismissal to remind students to walk, and maintain order	July 2016- June 2017	Joel Tapia	Student Patrol supplies	4000-4999: Books And Supplies	Donations	
Action Step 2.2 Peace Builders Program-Teachers provide Peace Builder lessons to teach students how to get along	July 2016-June 2017	Joel Tapia Teachers	Peace Builder curriculum lessons that have already been provided. Copies still have to be made	4000-4999: Books And Supplies	Title I	200.00
Action Step 2.3 Character Education-Life skills are presented and repeated during the morning message	July 2016-June 2017	Joel Tapia Teachers	Weekly Lifeskills	4000-4999: Books And Supplies	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.4 Academic and Attendance Assemblies Attendance assemblies take place once a month to recognize perfect attendance, and academic achievement assemblies at the end of each trimester	2016-2017	Joel Tapia Teachers Office Staff	Certificates Parent Invitations	4000-4999: Books And Supplies	Title I	500.00
Action Step 2.5 Students of the Week/ Birthdays of the Week- Students of the week are chosen by their teachers, based on effort, study habits, academic achievement or citizenship, and are recognized on Friday morning assemblies along with students who had birthdays that week	July 2016- June 2017	Joel Tapia Sylvia Lugo	Certificates are presented to students for being student of the week or for having a birthday	4000-4999: Books And Supplies	General Fund	
Action Step 2.6 Attendance Interventions to crate awareness of the importance of school attendance and the effects of poor attendance.	July 2016- June 2017	Joel Tapia Outreach Consultant	Outreach Consultant to send letters and call home Home visits Attendance contracts	2000-2999: Classified Personnel Salaries	District Funded	
Action Step 2.7 Peace Builder Assemblies at the first week of school year	July 29, 2017	Joel Tapia	Power Point with videos of expected behaviors of Peace Builders			
Action Step 2.8 Provide Campus Security to patrol the school during instructional time and assist with traffic in the morning, TK , Kinder dismissal and at the end of the day	July 2016- June 2017	Joel Tapia Campus Security	Campus Security person to support safety on campus	2000-2999: Classified Personnel Salaries	District Funded	
Action Step 2.9 Organized play before lunch in order to engage students in physical activity, and teach students games	July 2016- June 2017	Joel Tapia Noon Supervisors	Noon Supervisors create activity stations where students play with different equipment Games and Equipment for stations	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	District Funded Donations	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.10 Smythe School will provide and coordinate enrichment clubs after school for interested students	August 2016- June 2017	Joel Tapia Teachers	Enrichment clubs that will include but not limit to journalism, computers, art, dance, music Refer to Action Step 1.3 for funding			
Action Step 2.11 East LA Theater Group -LIP to be offered to Smythe students	November 2016- March 2017	Joel Tapia	Literature and theater instruction	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Action Step 2.12 Smythe along with Smythe PTO will coordinate fun family activities in order to create and maintain a strong community bond	July 2016- June 2017	Joel Tapia Laura English	Calendar of events for parents and community members			
Action Step 2.13 Students will participate in educational field trips to support and enrich the curriculum	July 2016- June 2017	Joel Tapia Teachers	Field Trips will be enhance instruction and will make learning relevant	1000-1999: Certificated Personnel Salaries	Title I	2,500.00
Action Step 2.14 Purchase supplies and materials for Outreach Consultants, and teachers	February 2016-June 2016	Joel Tapia Outreach Consultants Teachers	Purchase supplies and materials for Outreach Consultants and teachers	4000-4999: Books And Supplies	Title I	500.00

**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b> Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b> Parent Involvement and participation will increase annually at all levels as measured by parent attendance to school meetings and events, and parent participation at parent professional developments and workshops. Smythe School is committed to maintaining effective forms of school to home communication about school programs and student progress
<b>Data Used to Form this Goal:</b> Parent volunteer log, sign-in sheets Parent Principal Meetings, School Site Council, English Language Acquisition Committee,
<b>Findings from the Analysis of this Data:</b> How many parents are either volunteering, or participating in school meetings and/or events
<b>How the School will Evaluate the Progress of this Goal:</b> Monitoring logs, sign-in sheets, parent survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.1 Parents will attend workshops in and out of the district in order to gain knowledge to help their children, navigate the school system, and support other parents.	June 2016-July 2017	Joel Tapia	Attend CAFE, or other parent workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	700
Action Step 3.2 Parenting Classes to inform and support parents in assisting their children as they navigate the educational system and well as learning about parenting strategies	July 2016- July 2017 Dates to be determined	Joel Tapia	Parent Institute classes to guide parents to support their children's education.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Southwestern College Parenting Classes			
Action Step 3.3 Parent Principal Meeting to provide information to families about how to help students at home with curriculum-related activities, decisions and planning	2016-2017 last Tuesday of the month	Joel Tapia	Meetings are held twice a day, once a month to inform parents of school activities as well as to provide workshops to train parents on different areas that support instruction.  Partnership with Southwestern College provides parenting workshops to our parents in a variety of topics			
Action step 3.4 School Site Council Review, monitor, and provide feedback for the SPSA. Meetings are held the third Thursday of the month.	2016-2017 The third Thursday of the month	Joel Tapia Outreach Consultant	Copies Coffee, water	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
Action Step 3.5 ELAC- English Language Arts Committee responsible for overlooking the English Learner section of the SPSA. Monthly meetings, third Friday of the month	2016-2017 Third Friday of the Month	Joel Tapia	Copies Coffee, water	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.6 PTO -Parent Teacher Organization invites parents and community members to participate in various events to raise funds for Smythe School	July 2016- June 2017	Joel Tapia PTO President	Group in charge of organizing fundraisers Fall Carnival Spring Carnival Valentines Dance Scholastic Book fairs Mothers' Day Program			
Action Step 3.7 Parent Room provided on campus as a centralized location for parents to meet and volunteer. Open during school hours.	July 2016- June 2017	Joel Tapia	Parent Volunteer Center to recruit and organize parent volunteers to help and support student achievement before and after school			
Action Step 3.8 Title I meeting to inform parents of services and programs provided in Title I schools	July, 2016	Joel Tapia	Duplicating costs	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
Action Step 3.9 Smythe School invites parents to Back to School Night, and Open House where teachers, staff , and outside agencies will provide parents and students with important resources	Dates TBD	Joel Tapia Staff	Duplicating costs	1000-1999: Certificated Personnel Salaries	General Fund	
Action Step 3.10 Smythe School invites parents to the Autism Walk to create awareness of autism	April 2017	Joel Tapia Staff	Parents and community members come to walk and receive information from outside agencies	None Specified	Donations	
Action Step 3.11 Parent Needs Assessment Survey will provide feedback to the school	May 2017	Joel Tapia	Parents will provide feedback in order for the site to make necessary changes	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.12 Parent Workshop for ELL parents to explain and provide strategies at home	February 2017	Joel Tapia Laura English	Parent workshop for parents of ELL students who have not moved up one CELDT level Refer to Action Step 1. 4 for funding			
Action Step 3.13 Educational Materials, Books for parents to help them support children with learning and behavior	March 2017	Joel Tapia	Parents will read, discuss educational materials related to parenting and supporting their children at school and home	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	700

**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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in STUDENT ACHIEVEMENT</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development  1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.  1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).  1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).	July 2016-June 2017	Assistant Superintendent of Educational Services	1.1-1.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	250,000.00
			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	482,000.00
			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Other	216,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	July 2016-2017	Assistant Superintendent of Educational Services	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00
			1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
		Coordinator of Data, Evaluation and Assessment	1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
			1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00
		Coordinator of Federal and State Programs	1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	
			1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base	
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00
			1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing</p> <p>1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators.</p> <p>1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM.</p> <p>1.18 Continue to provide class size reduction in grades K-3.</p>	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	30,512,000.00
			1.17 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,000.00
			1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000.00

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic Services and Safety  2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.  2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.  2.3 Review and revise safety plans for district and site needs.  2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.	July 2016-June 2017	Deputy Superintendent  Assistant Superintendent of Educational Services	2.1 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000,000.00
			2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Climate and Student Engagement</p> <p>2.5 Provide professional development for district and site staff to a support positive academic school environment.</p> <p>2.6 Continue support of ASB at the middle school.</p> <p>2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.</p> <p>2.8 Continue to implement an attendance recovery program for grades 7 and 8.</p> <p>2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.</p> <p>2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.</p> <p>2.11 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress.</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
			2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
		Director of Human Resources	2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
		Coordinator of Child Welfare, Attendance, and Family Services	2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00
		Coordinator of ASES				



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.			3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.		Student and Family Services Manager	3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.		Coordinator of Federal and State Programs	3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500,000.00
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.			3.6 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	95390.08	-40,480.00
Title I Part A: Parent Involvement	3006.92	906.92

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	135,870.08
Title I Part A: Parent Involvement	2,100.00
Unrestricted	75,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0001-0999: Unrestricted: Locally Defined	75,000.00
1000-1999: Certificated Personnel Salaries	16,886.08
2000-2999: Classified Personnel Salaries	15,000.00
4000-4999: Books And Supplies	96,900.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating	4,184.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	Title I	16,886.08
2000-2999: Classified Personnel Salaries	Title I	15,000.00
4000-4999: Books And Supplies	Title I	95,700.00
5000-5999: Services And Other Operating	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	3,284.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,200.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	900.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	75,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	207,170.08
<b>Goal 2</b>	3,700.00
<b>Goal 3</b>	2,100.00

## 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:

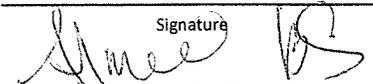
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joel Tapia	X				
Patricia Burch		X			
Kristal Browne		X			
Zenaida Rosario		X			
Carmen Ordonez				X	
Alessandro Canto				X	
Marisela Gonzalez			X		
Veronica Aguayo			X		
Yesenia Rios				X	
Guadalupe Cuevas				X	
Cindy Martinez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	

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**

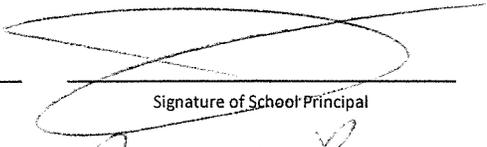
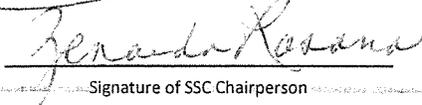
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- 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
	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 February 28, 2017.

Attested:

<u>Joel I. Tapia</u> Typed Name of School Principal	 Signature of School Principal	<u>2/28/17</u> Date
<u>Zenaida Rosario</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>2/28/17</u> Date

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide  
**DEPARTMENT:** As Assigned  
**FLSA:** Non-Exempt  
**UPDATED:** April 2016

**REPORTS TO:** Site Principal  
**CLASSIFICATION:** Classified (11 month)  
**SALARY:** Classified Schedule Steps 10-14  
**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

### **KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

# SMYTHE SCHOOL

## Parent Involvement Policy

### **Title I School-Level Parental Involvement Policy**

Smythe School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents it was adopted on May 27, 2016.

This policy will be distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community through Smythe School's website.

The policy will also be printed in the Smythe Parent Handbook, and distributed at the beginning of the school year and during new enrollments throughout the school year.

This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

### **PARENT INVOLVEMENT POLICY**

Smythe School will:

(1) Convene an annual meeting at the beginning of the school year to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved

(2) Offer Parent monthly meetings in order to explain programs, assessments, standards, parent concerns and offer parent workshops

(3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the Single Plan for Student Achievement

(4) Provide parents of participating children:

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Throughout the year a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are explained during the following meetings:

#### *1. Parent Principal Meetings*

2. *School Site Council Meetings*
3. *English Language Acquisition Committee*
4. *CELDT Meetings*
5. *CAASSPP Parent Meetings*
6. *Parent Teacher Conferences*

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *Student Study Team Meetings*
- *Parent Principal Meetings*
- *School Site Council Meetings*
- *English Language Acquisition Committee*

(5) If the school-wide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at *Smythe School* the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  1. *This meeting takes place on Back to School Night and during Parent Orientation Meetings*
  2. *Parent Principal Meetings*
- Smythe School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  3. *Parent Principal Meetings are usually held in the morning and in the afternoon to accommodate parents' schedules*

### **School-Parent Compact**

*Smythe School* distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, parent-teacher conferences; frequent reports on student progress; access to staff;

opportunities for parents to volunteer, and participate in their child's class; and opportunities to observe classroom activities

- School Site Council Meetings
- ELAC
- Parent Principal

### **Building Capacity for Involvement**

*Smythe School engages* Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- During monthly Parent Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Writing Night
- Parent Workshops
- Parent Workroom

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. *Smythe* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. This is done during the following way:

- During monthly Parent Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Writing Night
- Parent Workshops
- Parent Workroom

*Last reviewed on March 11, 2013*

# SMYTHE SCHOOL

## School- Parent-Student Compact

2015-2016

**By recognizing and accepting our individual roles in the learning process, we can ensure the educational success of every Smythe student**

### PRINCIPAL

- The school will provide a high quality curriculum and high quality instruction in a supportive and effective learning environment
- The school will provide regular communication with parents about the progress of their child at the school
- The school will schedule parent/teacher conferences twice during the school
- The school will provide a safe and nurturing environment for the students
- The school will communicate with families about the state's academic standards and the school's standings regarding academic testing.

### TEACHER

- Provides a safe and secure learning environment
- Create a partnership with every family in my class
- Monitor student progress and believe that all children can learn
- Assign work that is relevant and of high interest to students
- Explain expectations and grading system to parents and students

### PARENTS

- My child will attend school every day and will be on time
- Let the teacher know if my child has any problems learning
- Help my child see the importance of reading and math in daily life situations
- Limit my child's TV viewing and use of electronic games
- Stay informed about my child's education by promptly reading all notices from the school or district
- Model respectful treatment of others

### STUDENT

- Come to school every day on time
- Ask teachers questions when I don't understand something
- Follow school rules
- Read 20 minutes each night
- Share what I have learned with my parents

**Al reconocer y aceptar nuestros diferentes papeles referente al proceso de aprendizaje, podremos asegurarnos que cada uno de nuestros estudiantes de la escuela Smythe tendrá éxito.**

### EL DIRECTOR

- La escuela proporcionará instrucción y un currículo de alta calidad en un ambiente de aprendizaje solidario y efectivo.
- La escuela proporcionará una comunicación regular con los padres sobre el progreso de su hijo en la escuela
- La escuela programará conferencias entre padres/maestros dos veces durante el año escolar
- La escuela proporcionará un entorno seguro y enriquecedor para los estudiantes
- La escuela se comunicará con las familias sobre los estándares académicos del estado y clasificación de la escuela en cuanto a las pruebas del estado

### LOS MAESTROS

- Proporcionarán un entorno de aprendizaje seguro
- Crearán una asociación con cada familia de cada estudiante en su clase
- Se encargarán de monitorear el progreso de los estudiantes
- Enseñarán respetando la creencia que todos los niños pueden aprender
- Asignará trabajos relevantes y de gran interés para los estudiantes
- Explicarán las expectativas y el sistema de calificaciones a padres y estudiantes

### LOS PADRES

- Mi hijo asistirá a la escuela todos los días y llegará a tiempo
- Le dejaré saber al maestro si mi hijo tiene problemas de aprendizaje
- Ayudar a mi hijo a ver la importancia de la lectura y las matemáticas en situaciones de la vida diaria
- Limitar la televisión y el uso de juegos electrónicos de mi hijo
- Mantenerse informado sobre la educación de mi hijo leyendo todos los avisos de la escuela o el distrito

### ESTUDIANTE

- Venir a la escuela todos los días a tiempo
- Hacer preguntas a los maestros cuando no entiendo algo
- Seguir las reglas escolares
- Leer 20 minutos cada noche
- Compartir lo que he aprendido con mis padres

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Smythe Elementary

End Year Revision 2016

**Plan Priorities:** Identify the top priorities and major expenditures supporting these priorities.

Description (Goal/Strategy/Action Step)	Expenditure (include funding source)
Goal 1 Action Step 1.3 Create Before and After School Interventions for struggling students, and Enrichment Clubs which will include journalism, computer club, art, STEM, music, dance	Title I \$17,000.00
Purchase supplemental materials and supplies to support CCSS instruction. Purchase Supplies, Scholastic News, Kids Time and/ or other informational text to support CCSS	Title I \$11,688.00
Action Step 1.14 Instructional Media Resource Aide to support teachers and students with materials needed for CORE instruction as well as supplemental instruction and technology	Title I \$35,125.00

### Plan Implementation

Identify strategies in the current SPSA that were fully implemented as described in the plan.

Strategy	Data to support
Action Step 1.1 At Smythe School we will ensure that lesson design and curriculum are aligned with the California Common Core State Standards for English Language Arts, and Math to meet the needs of all students. Substitutes for teacher collaboration Student Monitoring Meetings PLC meetings	District Benchmarks Assessment Results CAASPP Scores
Action Step 1.13 Purchase supplemental materials and supplies to support CCSS instruction. Purchase Supplies, Scholastic News, Kids Time and/ or other informational text to support CCSS	District Benchmarks Assessment Results CAASPP Scores

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Smythe Elementary

End Year Revision 2016

### Plan Implementation

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Strategy	<ul style="list-style-type: none"> <li>• What specific actions related to those strategies were eliminated or modified during the year?</li> <li>• Identify barriers to full or timely implementation of the strategies identified above.</li> <li>• What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?</li> <li>• What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?</li> </ul>
Action Step 1.3 Create Before and After School Interventions for struggling students, and Enrichment Clubs which will include journalism, computer club, art, STEM, music, dance	DAIT recommended to have interventions during the school day
Action Step 1.6 Research-based instructional strategies will be used in all classrooms. SIOP, GLAD. Provide teachers professional development in GLAD or SIOP strategies	Newly learned strategies from Principal's exchange were implemented

### Strategies and Activities

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

Strategy	Evidence
Data Reflection Meetings to analyze district benchmark assessments	<b>District Benchmark Assessment results</b>
Planning time to collaborate, gather materials and design lessons	<b>District Benchmark Assessment results</b>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Smythe Elementary  
End Year Revision 2016

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

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)	Recommendation (based on analysis):
Use RAZ-Kids , Learning A-Z , Accelerated Reader to target instructional Language Arts goals	<input type="checkbox"/> Lack of timely implementation <input checked="" type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other: Lack of standard curriculum	<input type="checkbox"/> Eliminating it from next year's plan  <input checked="" type="checkbox"/> Continuing it with the following modifications:

### Involvement/Governance

- How was the SSC involved in development of the plan? Reading, brainstorming, proofreading, improving, having conversations
- How were advisory committees involved in providing advice to the SSC? Minutes of ELAC, Parent Principal meetings, parents attending the School Site Council meetings, translating for parents to ensure they understand what was being discussed
- How was the plan monitored during the school year? Goals in the plan were presented various times throughout the school year during Parent Principal meeting, ELAC and also to the teachers during staff meetings. Input was taken into account for revisions.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? Practices such as end of the year parent surveys shall be continued as well as staff and student surveys.

## **Year-End Evaluation Single Plan for Student Achievement (SPSA)**

San Ysidro School District/Smythe Elementary

End Year Revision 2016

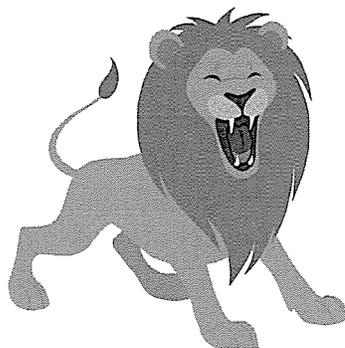
### **Outcomes**

- Identify any goals in the current SPSA that were met. We believe all goals were met this year.
  
- Identify any goals in the current SPSA that were not met, or were only partially met.
  - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
  
- Based on this information, what might be some recommendations for future steps to meet this goal?  
Future steps to implement:

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

SUNSET ELEMENTARY



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** Sunset Elementary School  
**CDS Code:** 37-68379-6093264  
**District:** San Ysidro School District  
**Principal:** Efrain Burciaga  
**Revision Date:** February 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:** Efrain Burciaga  
**Position:** Principal  
**Phone Number:** (619)428-1148  
**Address:** 3825 Sunset Ln.  
San Ysidro, CA 92173  
**E-mail Address:** eburciaga@sysd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on March 9, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	3
Description of Barriers and Related School Goals .....	5
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	14
Quality Snapshot .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	39
School Goal #3 .....	51
Centralized Services for Planned Improvements in Student Performance .....	63
Centralized Service Goal #1 .....	63
Centralized Service Goal #2.....	83
Centralized Service Goal #3.....	103
Summary of Expenditures in this Plan.....	123
Total Allocations and Expenditures by Funding Source .....	123
Total Expenditures by Object Type.....	125
Total Expenditures by Object Type and Funding Source .....	127
Total Expenditures by Goal .....	129
School Site Council Membership.....	130
Recommendations and Assurances.....	131

## School Vision and Mission

### Sunset Elementary School's Vision and Mission Statements

Sunset Elementary School: "Pursuing Academic Excellence, Preparing All Students for College". The Sunset Elementary School community believes in the importance of preparing our students for 21st century. Our vision is to increase academic achievement and improve the standard of living for all students. Our mission is to provide our students the tools of collaboration, creativity, critical thinking, and communication as they learn the California Common Core State Standards.

## School Profile

Sunset Elementary School is the home of the Sunset Lions. We are pleased to be a part of a faculty and staff committed to providing the best possible education for every child, including special needs students, English Learners, Newcomers and Foster and Homeless Youth. Our teaching and learning is focused on meeting and exceeding the California Common Core Standards for every child. The varied levels of instruction provide a framework to challenge advanced students and support those who may be struggling academically, while creating a solid classroom experience for students learning at grade level. Sunset promotes a college readiness culture, where staff and parents motivate students about attending college through college classroom flags, college vocabulary and bulletin boards displays. Students assessment data is linked to college standing criteria and assemblies involve classroom college spirit.

Sunset Elementary School is located in San Ysidro, California, a small city that is adjacent the US-Mexico border. Our community is mostly Spanish-speaking and contributes great cultural experiences to the school. Our student population is composed of: 87% Hispanic, 77% English Learners and 89% socioeconomically disadvantaged. Sunset has many effective programs to offer the community, such as high caliber CCSS instruction and targeted instruction for English Learners and students with disabilities. We provide a safe and supportive learning environment that empowers students to become lifelong learners.

### Preschool Transition to Kindergarten

To create a seamless transition of students from preschool to kindergarten, the San Ysidro School District operates a Child Development Center (CDC). In May, every preschool classroom visits a Kindergarten class at their future home school. During the visit, preschool and kindergarten students co-mingle and the kindergarten teachers read a story to all students.

In addition, the CDC schedules transition meetings with parents to discuss what to expect as their child makes the transition to kindergarten. For those students deemed to be at-risk, parents are notified and attend a workshop. At the workshop, teachers meet with parents, discuss student progress, and are provided materials to work with students at home. The CDC also coordinates a Kindergarten Readiness workshop for all parents.

For those students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in the transition to kindergarten classes in the San Ysidro School District.

## 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).

Parent surveys were conducted in May of 2014-15 during our School Open House. The surveys showed that parents were aware of the new CCSS and some of the instructional shifts necessary to master the content. They also requested more training on how to help their students at home with the new standards. Teacher surveys were conducted in April of 2015, where teachers requested CCSS-aligned common assessments to systematically teach standards and gain a better understanding of which students needed more targeted interventions. They also developed a list of supplemental materials that would help them meet the needs of English Learners with vocabulary instruction and CCSS support.

### Classroom Observations

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

Sunset Elementary has a long standing tradition of high expectations for teaching and learning. The Principal has to be at the forefront of instructional changes with CCSS and have expectations of great teaching. The Principal spends the majority of the work day in classroom, coaching teachers and making sure that the teaching is rigorous, standards-based and engaging. The evidence gathered from these classroom visits were the following:

- Classroom management strategies are effectively used school wide.
- English Learners need more targeted vocabulary and phonics instruction to meet their specific language needs.
- Teachers are at the beginning stage of using conceptual lessons for CCSS Math instruction and need further professional development and curriculum to address the needs of all students.
- Technology use is mostly facilitated by the teacher. There are some 4th-6th grade classes that are using technology effectively to support CCSS instruction.

### 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)

CAASPP, common formative assessments and Renaissance STAR data used to determine sub groups, grade levels and specific instructional needs of students. CELDT data will be used to create groups for designated ELD time in order to meet AMAO1 and AMAO2.

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

Sunset Elementary students will show growth in their mastery of the CCSS in Language Arts and Math, as evidenced by the CAASPP and grade level formative assessments. This data will be used during grade level data reflection meetings. The purpose of these meetings is for teachers to collaborate to make modifications to instructional practices to meet the academic needs of all students.

### Staffing and Professional Development

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

All teachers at Sunset are highly qualified, as defined by NCLB: at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic area taught.

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

All teachers have access to instructional materials training on SBE-adopted instructional materials and supplemental materials for CCSS instruction.

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

Professional development for teachers was conducted in the summer to design CCSS-aligned instructional matrix and common assessments.

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

District/Site TOSA's will assist teachers in the implementation of CCSS- aligned instruction through organizing assessment data for reflection meetings, assisting with PLC meetings and modeling lessons for teachers.

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

Teachers participate in grade level meetings twice a month to plan instruction. Each grade-level will meet after each Unit assessment in Language Arts and Math to analyze data and determine areas of need for students.

#### Teaching and Learning

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

This school year, teachers attended a Summer institute where they worked on CCSS Aligned instructional matrix and common assessments. In the beginning of this school year, teachers have requested materials to be used for the upcoming units. These supplemental materials are included in the SPSA.

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

All K-6 students will receive the appropriate instructional minutes for reading/language arts and mathematics. Teachers will turn in Unit outlines that describe the standards and instructional strategies to be used.

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

Teachers are currently using the pacing schedule for CCSS-aligned common assessments and incorporate instructional time to provide intervention for struggling students.

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

All teachers have access to SBE-adopted instructional materials. The SPSA includes supplemental materials in English Language Arts and Math that will be used to meet the specific needs of English Learners.

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)

Teachers are currently using SBE-adopted Language Arts, Math and ELD materials. District will be piloting standards-aligned Math program this school year.

### Opportunity and Equal Educational Access

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

Teachers analyze common assessment data for each unit during their grade level reflection meeting to determine which students are not performing at benchmark. They collaborate with their team and make appropriate decisions about instructional strategies and materials that will be used with their students. Before school intervention groups are taught by credentialed teachers to assist student who are not meeting benchmarks.

#### 14. Research-based educational practices to raise student achievement

At Sunset, the principal works closely with teachers to support the use of research-based instructional strategies (explicit vocabulary instruction, direct instruction, small group-instruction, and Specifically Designed Academic Instruction in English (SDAIE).

### Parental Involvement

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

Parents have the opportunity to participate in parent advisory groups (DELAC, ELAC, School Site Council, District Advisory Committee). They are also encouraged to assist the school by volunteering in classrooms and participating in PTA. Parent education classes held once a week to encourage parents to take an active role in their child's education through collaborating with teachers, creating a home learning environment and supporting their child's emotional development.

#### 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 and community input was solicited through interviews and parent meetings. The input from teachers and other support staff was solicited through teacher staff meeting and teacher work groups.

### Funding

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

Title 1 funds provide the funding to assist underperforming students in their mastery of the standards. The SPSA includes expenditures that provide teacher professional development in Reading and Math. It also specifically provides teachers ELD planning time to target the specific needs of our English learners. The Instructional Media Resource Aide supports students and teachers by ensuring the CORE and supplemental materials are available when needed. Intervention Support Teachers will provide reading and math support to students and provide intervention to students who are struggling academically.

#### 18. Fiscal support (EPC)

Sunset receives additional fiscal support from Educational Services for teacher professional development and supplemental materials.

## **Description of Barriers and Related School Goals**

Newcomer students arrive to the school throughout the school year, which presents a challenge to target their learning needs. They are currently mainstreamed into classrooms with other students who have been in U.S. schools since Kindergarten. The Newcomer students need English language instruction at their level of English proficiency so that they can make growth to the next level. The challenge is to provide differentiated instruction at their level, while at the same time exposing them to the grade-level standards.

Sunset Elementary teachers participate in District professional development that focuses on curriculum alignment to California Common Core Standards, common assessments in ELA and Math and English Language Arts instruction. Sunset has shown growth in Math benchmark assessment this school year. However, SBAC scores from 2015 indicate a 10% decrease in Math as compared to ELA scores. One of our challenges is to provide teachers with Math professional development as part of program improvement. The Single Plan for Student Achievement

requirements, due to the amount of release-time teachers are already given as part of our District professional development plan. This school year, we are looking at a more systematic professional development plan for math that targets specific instructional strategies that teachers can use with underperforming students.

## 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	127	111	120	101	116	101	94.5	91
Grade 4	135	140	130	129	129	128	96.3	91.5
Grade 5	116	144	108	132	108	132	93.1	90.4
Grade 6	137	116	131	110	130	110	95.6	92.4
All Grades	515	511	489	472	483	471	95.0	91.3

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2405.6	2419.4	17	25	25	23	20	24	35	29
Grade 4	2420.8	2431.5	12	13	14	20	28	21	45	45
Grade 5	2467.6	2457.7	16	9	21	28	20	19	43	44
Grade 6	2482.3	2513.4	3	13	27	33	30	27	39	27
All Grades	N/A	N/A	12	14	22	26	25	23	40	37

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	19	20	41	47	40	34	
Grade 4	8	13	44	38	48	48	
Grade 5	21	11	34	41	44	48	
Grade 6	6	15	40	42	54	43	
All Grades	13	15	40	42	47	44	

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	27	27	44	41	29	33
Grade 4	14	12	47	48	40	40
Grade 5	17	15	41	40	43	45
Grade 6	15	19	45	55	40	26
All Grades	18	18	44	46	38	37

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	8	20	64	58	28	22
Grade 4	5	12	60	65	34	23
Grade 5	12	14	62	48	26	38
Grade 6	5	15	68	70	27	15
All Grades	7	15	64	60	29	25

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	17	24	52	53	31	23
Grade 4	11	16	53	48	36	36
Grade 5	20	20	48	55	31	26
Grade 6	13	22	68	55	19	24
All Grades	15	20	55	53	29	27

**Conclusions based on this data:**

1. School-wide, there was a 6% growth of students who met or exceeded the standards in ELA.
2. From 2014-15 school year to 2015-16 school year, all grade levels showed growth in percentage of students who scored above standard in all ELA tested areas.

## 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	127	111	126	105	123	105	99.2	94.6
Grade 4	135	140	130	135	129	134	96.3	95.7
Grade 5	116	144	110	137	110	137	94.8	93.8
Grade 6	137	116	133	112	132	112	97.1	94.1
All Grades	515	511	499	489	494	488	96.9	94.6

\* 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	2415.7	2427.0	10	22	30	21	28	30	29	27
Grade 4	2429.2	2430.3	5	7	18	14	38	41	38	37
Grade 5	2450.7	2449.4	6	7	10	9	33	25	51	58
Grade 6	2483.5	2507.5	2	16	15	19	40	30	42	35
All Grades	N/A	N/A	6	13	19	15	35	32	40	40

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	25	36	41	35	33	29	
Grade 4	11	13	35	29	54	58	
Grade 5	9	13	25	24	66	63	
Grade 6	10	27	35	38	55	36	
All Grades	14	21	34	31	52	48	

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	20	45	43	42	37
Grade 4	9	8	37	39	54	53
Grade 5	5	5	34	31	61	64
Grade 6	2	14	47	35	51	51
All Grades	7	11	41	37	52	52

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	24	26	51	52	25	22
Grade 4	9	8	48	46	43	46
Grade 5	9	6	42	40	49	54
Grade 6	8	14	58	54	35	32
All Grades	12	13	50	48	38	40

**Conclusions based on this data:**

1. School-wide, there was a 3% growth of students who met or exceeded the standards in Math.
2. From 2014-15 school year to 2015-16 school year, all grade levels showed growth in percentage of students who scored above standard in all tested math areas.

## 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								15	8	50	23	31	50	62	62
1	2	1	3	20	17	23	29	28	23	24	18	22	25	37	28
2	5	5	4	20	17	20	34	29	36	25	28	29	16	21	11
3	3	6	4	20	23	31	45	41	33	20	13	18	12	16	15
4	6	3	4	30	20	33	43	50	36	6	14	14	15	13	13
5	5	6	2	30	35	35	37	35	39	12	12	12	16	12	12
6	18	16	13	24	21	24	31	43	37	8	12	4	19	9	21
<b>Total</b>	6	6	5	23	21	27	36	37	33	17	17	18	17	20	18

#### Conclusions based on this data:

1. According to 2014-15 CELDT results, 74% of our English Learners scored Intermediate or below. In 2015-16, 69% of ELLs scored Intermediate and below, showing a 5% growth in proficiency level.
2. There was a 6% increase in students who scored Early Advanced and Advanced.

## 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				1	1	2	1	6	5	11	10	14	88	82	78
1	2	1	4	18	15	21	26	28	24	25	17	20	29	40	32
2	4	5	4	19	16	18	31	28	33	23	28	27	23	25	18
3	3	5	4	18	21	29	43	39	31	20	14	16	16	21	20
4	6	3	4	29	20	29	43	49	34	7	14	15	14	14	19
5	4	6	2	26	34	31	33	34	36	11	13	13	26	14	18
6	17	15	14	21	19	23	29	43	36	7	12	4	27	12	23
<b>Total</b>	5	5	4	18	17	22	29	32	28	15	16	16	32	31	30

#### Conclusions based on this data:

1. According to CELDT data, there was a 4% increase of students who scored early advanced and advanced.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	563	526	530
Percent with Prior Year Data	100.0%	100%	99.8%
Number in Cohort	563	526	529
Number Met	325	283	316
Percent Met	57.7%	53.8%	59.7%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

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	568	141	525	103	521	123
Number Met	104	60	91	40	113	48
Percent Met	18.3%	42.6%	17.3%	38.8%	21.7%	39.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

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

#### Conclusions based on this data:

1. According to CELDT data, there was a 5.9% increase in students who made annual growth.
2. There was a growth of 1.2% increase in students attaining English proficiency in less than 5 years.
3. There was a growth of 1.9% in students attaining English proficiency in 5 or more years.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
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 increase of Sunset ELLs attaining English proficiency in less than 5 years is at the district average.
2. The increase of Sunset ELLs attaining English proficiency in 5 or more years is below the district average.

# School and Student Performance Data

## Quality Snapshot



2010 Academic Achievement Award  
2010 Distinguished School

### 2013-14 School Quality Snapshot

**Sunset Elementary**  
San Ysidro Elementary  
1925 Sunset Ln, San Ysidro, CA 92173

Grades Offered: P - 6  
Enrollment: 907  
Charter: No  
Title I Funding: Yes  
CDS Code: 37-60370-6093264

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**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high quality teaching and learning.

**What are the Smarter Balanced Tests?**  
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ta/>

**California's Academic Performance Index (API)**

2013 Growth API	826
Growth from Prior to Current Year	-9
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	6
2013 Growth API Similar Schools Rank	10

**API Subgroup Performance - 2013 API Growth**

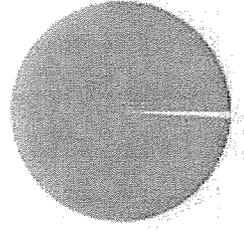
	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	Yes	-11
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	Yes	-2
Socioeconomically Disadvantaged	Yes	-8
Students with Disabilities	--	--

Green = Student group met target  
Red = Student group did not meet target  
Grey = Student group is not statistically significant

**CHART LEGEND:**  
SCHOOL DISTRICT STATE

CDS: County-district school  
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

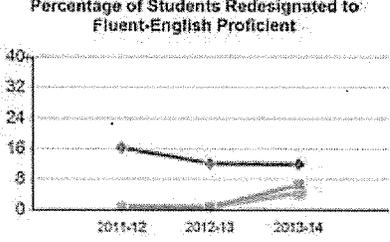
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	77%
Socioeconomically Disadvantaged	89%
Students with Disabilities	5%

**Percentage of Students Redesignated to Fluent English Proficient**

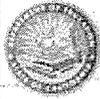


California Department of Education  
Report (SAS) Generator - April 24, 2015

Tom Torlakson  
State Superintendent of Public Instruction

Please visit the following Web page for more information: <http://www.cde.ca.gov/sqs/sb01/>

Page 1

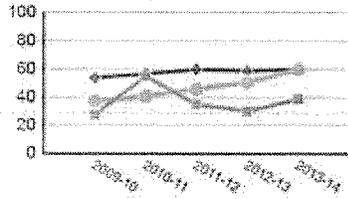


2010 Academic Achievement Award  
2010 Distinguished School

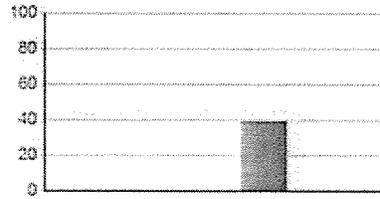
**2013-14 School Quality Snapshot**  
**Sunset Elementary**  
San Ysidro Elementary  
2025 Sunset Ln., San Ysidro, CA 92173

Grades Offered: K-5  
Enrollment: 907  
Charter: No  
Title I Funded: Yes  
CDS Code: 51-68379-6093264

**CST Science Results**  
(percent proficient and above)

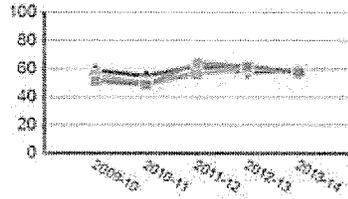


**Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements**

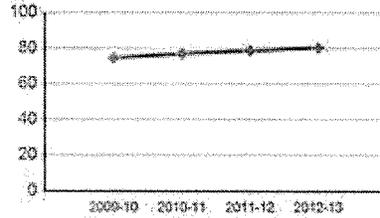


**2012-13 Average SAT Score**  
No Data Available

**Percentage of English Learners Making Progress in Learning English**

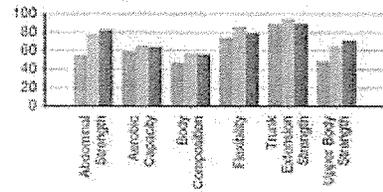


**Cohort Graduation Rate\***

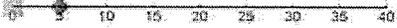


**CAHSEE English-Language Arts Grade 10 Passing Rate**  
No Data Available

**Percentage of Students in the Healthy Fitness Zone in 2012-13**



**2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students**



**CHART LEGEND:**

■ SCHOOL    ◆ DISTRICT    ♦ STATE

\* Only four years of data are available

CAHSEE: CA High School Exit Examination  
CST: CA Standards Test

School and district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics Grade 10 Passing Rate**  
No Data Available

**Planned Improvements in Student Performance**

**School Goal #1**

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b> All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b> Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math), Sunset Elementary students will show growth through an increase in the percentage of students scoring at the levels of Standards Exceeded and Standards Met on the CCSS in Language Arts and Math, as evidenced by the CAASPP and current grade level formative assessments. Research-based strategies to support the achievement of this goal will include centers, whole group/small group instruction, whole brain research strategies, and supplemental materials for English Learners and Students with Disabilities. (Please refer to the Findings below for further details.)
<b>Data Used to Form this Goal:</b> CAASPP results from 2015 were used as a baseline to determine student areas of need in English Language Arts and Mathematics. In 2016, CAASPP results were used to show growth in ELA and Math.
<b>Findings from the Analysis of this Data:</b> The data shows school-wide growth in English Language Arts. Even though there was growth in Reading, 44% of Sunset students scored below standard in the area of Demonstrating Understanding of Literary and Non-fictional texts. School-wide there was also growth. However, 52% of students scored below standard in Problem Solving & Modeling/Data Analysis. These findings indicate the need for strategic, focused interventions to ensure students achieve the level of standard met or standard exceeded on the state assessment (i.e. CAASPP/SBAC) in the spring.
<b>How the School will Evaluate the Progress of this Goal:</b> Students will be assessed throughout the school year using district common formative assessments which were created over the summer by teachers at all grade levels. During data reflection sessions, teachers will analyze their student data, find areas of additional improvement, and create lesson plans to support those students in need. In addition, data accumulated from Accelerated Reader will be analyzed to determine student progress in reading. In the spring, students will be assessed on the CAASPP/SBAC. For more information about the CAASPP/SBAC, visit the CDE website at <a href="http://caaspp.cde.ca.gov">http://caaspp.cde.ca.gov</a> .

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.1 Summer Institute for teachers to work on CCSS Aligned instructional matrix, common assessments and ELA professional development. (Program Improvement)	June 2016	District/Site Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.2: Teachers will reflect on CCSS-aligned common assessments at the end of each unit in Language Arts and Math (Data Reflection Sessions). Professional development will be based on the needs that are evident through data analysis.	July 2016-June 2017	Site administration	Certificated Substitutes to give teachers release time for Professional Development.		District Funded	
Action Step 1.3: Teachers will have release time during the day to collaborate by grade level and plan lessons for their CCSS units of study and technology integration in their lessons. Grade level teams will be given time to develop units of study that will increase student learning and continue the implementation of Common Core State Standards. Teachers will work in teams to develop curriculum maps for ELA and Math instruction. (Program Improvement)	July 2016-May 2017	Site administrator	Certificated Substitutes to give teachers release time for Professional Development	1000-1999: Certificated Personnel Salaries	Title I	6,202.00
Action Step 1.4: District/Site TOSA's will assist in the implementation of CCSS- aligned instruction. TOSA's will assist teachers with gathering and examining data from Unit assessments in PLC meetings.	July 2016- June 2017	Site administrator TOSA's		1000-1999: Certificated Personnel Salaries	District Funded	
Action Step 1.5: Use of computer software programs (Accelerated Reader/STAR Reading, Accelerated Math, A-Z/RazKids) that target instructional goals. Use Accelerated Reader/STAR Reading to monitor student data in reading proficiency.	July 2016- June 2017	Site Administrator	Purchase software licenses for computer programs		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1.6: Teachers will receive Professional Development in Math(Problem Solving and Modeling/Data Analysis) and research-based collaborative strategies for English Learners. Site leadership will collaborate with district to provide relevant training for staff. Each teacher will participate in grade-specific training. - Program Improvement	July 2016- June 2017	Efrain Burciaga, Principal Teachers	Payment of training expenses for teacher professional development. Certificated Substitutes to give teachers release time for Professional Development.	1000-1999: Certificated Personnel Salaries	Title I	14,000
Action Step 1.7: CCSS Supplemental Resources to target struggling students. Examples: Ready Common Core Math and Science Interactive Workbooks Literature for classroom libraries (non-fiction and fiction), math manipulatives, word work consumables, English Language Development supplemental materials, Scholastic newsletters, and student class folders.	July 2016- June 2017	Efrain Burciaga, Principal Teachers	Purchase supplemental materials	4000-4999: Books And Supplies	Title I	35,365.00
Action Step 1.8:: The District will provide opportunity for teachers to pilot Math adoption materials and provide time to meet and discuss teachers input in choosing program to be purchased.	July 2016- June 2016	Efrain Burciaga, Principal Teachers	Certificated Substitutes to provide release time for professional development that uses technology.		District Funded	
Action Step 1.9: Student Study Team (SST) will meet on a regular basis to provide students with academic/behavioral and/or socio-emotional support to improve school performance. Teachers will use OARS data management system to examine student assessment data and identify at-risk students and provide Tier 1 and Tier 2 interventions to meet the needs of at-risk learners.	July 2016- June 2017	Site administrator Student Study Team Teachers	Certificated Substitutes to give teachers release time.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
. Actions Step 1.10 : Students will receive ELD instruction for 45 minutes daily when placed in leveled groups (according to CELDT Levels and teacher recommendations) Teachers will learn ELD/Vocabulary Instruction strategies and Specifically Designed Academic Instruction in English (SDAIE) strategies and techniques. (See Action Step 1.6 for professional development funding.)	July 2016-June 2017	Site Administrator Teachers TOSAs				
Action Step 1.11: Intervention Support teachers will provide reading and math support to students. They will work alongside classroom teacher to provide intervention to students who may be struggling academically.	July 2016- June 2017	Site Administrator Teachers	The school will pay for Intervention teachers.	1000-1999: Certificated Personnel Salaries	Title I	28,000
Action Step 1.12: Before and after school classes for academic intervention (Newcomers, Reading and Math) and language development. Teachers will work extra time and provide intensive systematic instruction of foundational skills. Students will be assessed in 8-week intervals to monitor growth.	July 2016- June 2017	Efrain Burciaga, Principal Teachers	Provide extra duty pay for teachers	1000-1999: Certificated Personnel Salaries	Title I	15,180
Action Step 1.13: Enrichment classes (Writing, Technology, Visual and Performing Arts)	July 2016- June 2017	Efrain Burciaga, Principal			District Funded	
Action Step 1:14 Assist students who struggle with reading by providing them with reading practice. Sunset school will be purchasing classroom libraries and/or Achieve 3000 software licenses, (rev. 12-21-17)			Purchase software licenses	4000-4999: Books And Supplies	Title I	37,812

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b>
Sunset will create a safe and student-friendly climate that promotes students well-being and engages all students in learning.
<b>Data Used to Form this Goal:</b>
Attendance reports, referrals, suspension rates and parent/teacher input.
<b>Findings from the Analysis of this Data:</b>
The attendance rate for Sunset in 2014-15 was 94.7% and in 2015-16 it was 95.2%. Kinder students struggle with the lowest attendance. There is a high percentage of students that have chronic attendance problems that bring down the overall school attendance.
<b>How the School will Evaluate the Progress of this Goal:</b>
Attendance reports, referrals, suspension rates and parent/student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 2.1: Sunset will cultivate a school wide culture of student attendance which includes interventions for students who are chronically absent or truant.	July 2016-June 2017	Principal Assistant Principal Outreach Consultant	Payment of professional service or operational expenses			
Action Step 2.2: The IMRA will assist the school in improving student achievement by providing supplemental academic support to at risk students, reinforce instruction in math, language arts and English language developments. The IMRA will also assist in monitoring student attendance and other activities that	July 2016-June 2017	Principal Assistant Principal Teachers Outreach Consultant	The school will pay .5 FTE for IMRA and the District will pay.5 FTE	2000-2999: Classified Personnel Salaries	Title I	34,850.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
promote student academic achievement and well being.						
Action Step 2.3: School will fully implement all district policies and procedures as they relate to student safety and emergency procedures on campus. (District/School Safety Plan). This includes; emergency safeguards such as site and classroom emergency supplies, evacuation and drill procedures. Also includes adherence to district policy on volunteer and parent sign in on school campus, field trip, chaperone and driver authorization. Keeping accurate and up to date volunteer clearance and drivers license data.	June 2016- July 2017	Principal Assistant Principal IMRA				
Action Step 2.4: Campus Security will assist with general campus supervision to ensure the safety and welfare of students and staff (before, during and after school).	June 2016- July 2017	Principal Assistant Principal Campus Security	The district will hire a campus security officer for Sunset	2000-2999: Classified Personnel Salaries	District Funded	
Action Step 2.5: Outreach Consultant will be responsible for assisting the school in monitoring and increasing attendance among high-risk students, reduce truancy, tardiness and frequent absenteeism. (follow SART/SARB procedures)	June 2016- July 2017	Principal Assistant Principal Outreach Consultant	District will pay for Outreach Consultant	2000-2999: Classified Personnel Salaries	District Funded	
Action Step: 2.6: Sunset will use the PeaceBuilders/Character building program program to promote positive student behavior and minimize bullying. Students will be instructed in the causes and effects of bullying and conflict resolution strategies. Students will have the opportunity to participate in Student Council. Other activities will include	June 2016- July 2017	Principal Assistant Principal Teachers Outreach Consultant				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Red Ribbon Week and School spirit weeks.						
Action Step 2:7: School will promote a college ready school campus, where each classroom will represent a university. Students will meet Accelerated Reader goals that are aligned to college diplomas/degrees to promote college readiness and academic achievement.	June 2016- July 2017	Site administrator Outreach Consultant	Payment of professional service or operational expenses	5800: Professional/Consulting Services And Operating Expenditures	Title I	284.00

**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b> Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b> Sunset will promote active parent involvement and engagement activities that acknowledges the value of parents in the education of students.
<b>Data Used to Form this Goal:</b> Parent input at parent-principal meetings and Open House surveys.
<b>Findings from the Analysis of this Data:</b> Parents requested more training on how to help students master the California Common Core standards. The data indicates that the school needs to make more communication with parents to keep them informed about school activities and programs.
<b>How the School will Evaluate the Progress of this Goal:</b> Parent input/surveys, parent volunteer sign-in forms, parent meeting minutes and sign-in sheets.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 3.1: Sunset will maintain effective and compliant parent advisory groups (SSC, ELAC, etc.) that value the input from all stakeholders.	June 2016- July 2017	Principal Assistant Principal Outreach Consultant				
Action Step 3.2: Meet with parents to inform them of services and programs provided in Title 1 Schools (Title 1 meeting, SSC and ELAC). Parent Volunteers will work closely with the school in the development of students' academic and personal success.	June 2016- July 2017	Principal Assistant Principal PTA Outreach Consultant	Purchase of supplies for parents (i.e. paper for fliers, duplicating costs, presentation folders, materials for meetings).	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	537.00
Action Step 3.3: Principal will hold	June 2016- July	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
monthly meeting with parents to inform them about student attendance, curriculum, assessment and school programs/activities.	2017	Assistant Principal				
Action Step 3.4: Sunset will inform parents regarding district/school programs and assist them with special needs. (District Parent Resource Center)	June 2016- July 2017	Principal				
Action Step 3.5: Sunset will schedule Back to School/Open House nights that provide a welcoming environment to parents and inform them about curricular and family related issues.	June 2016- July 2017	Principal Assistant Principal				
Action Step 3.6: Outreach Consultant will be responsible for developing effective parent communication and supporting the development of school advisory groups and volunteer programs.	June 2016- July 2017	Principal Assistant Principal Outreach Consultant	The district will hire an Outreach consultant to work at the school.	2000-2999: Classified Personnel Salaries	District Funded	
Action Step 3.7: Continue communications with families, students, and community on a regular basis; reaching out to the community with upcoming events. (Classroom and School Newsletters, District Forums and a variety of other media and modes)	June 2016- July 2017	Principal, Teachers, PTA, and Student Groups				
Action Step 3.8: Presentations for parents on community resources and special topics: CCSS trainings PIQUE Special Education Intervention (Response to	June 2016- July 2017	Principal Assistant Principal Teachers Outreach Consultant	Payment of conference and travel, including mileage and parking	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1487.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention) Volunteerism						
Action Step 3.9: Hold monthly extra-curricular activities for parents and families. (Family academic nights, Fall Festival, Community Movie Nights).	June 2016- July 2017	Principal Assistant Principal PTA Teachers				
Action Step 3.10: Sunset will establish community partnerships to assist the school and families in the education of students. (San Diego Food Bank Snack Club, Gift of Sight for eye exams and glasses, School Bell for student uniforms and other District/School partnerships).	June 2016- July 2017	Site administrator Outreach Coordinator				

**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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in STUDENT ACHIEVEMENT</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development</p> <p>1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.</p> <p>1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).</p> <p>1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	<p>1.1-1.3 Contracted Services</p> <p>1.1-1.3 Salary/Benefits</p> <p>1.1-1.3 Salary/Benefits</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Other</p>	<p>250,000.00</p> <p>482,000.00</p> <p>216,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	July 2016-2017	Assistant Superintendent of Educational Services	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00
			1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
		Coordinator of Data, Evaluation and Assessment	1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
			1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00
		Coordinator of Federal and State Programs	1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	
			1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base	
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00
			1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing</p> <p>1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators.</p> <p>1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM.</p> <p>1.18 Continue to provide class size reduction in grades K-3.</p>	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	30,512,000.00
			1.17 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,000.00
			1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic Services and Safety  2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.  2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.  2.3 Review and revise safety plans for district and site needs.  2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.	July 2016-June 2017	Deputy Superintendent  Assistant Superintendent of Educational Services	2.1 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000,000.00
			2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Climate and Student Engagement</p> <p>2.5 Provide professional development for district and site staff to a support positive academic school environment.</p> <p>2.6 Continue support of ASB at the middle school.</p> <p>2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.</p> <p>2.8 Continue to implement an attendance recovery program for grades 7 and 8.</p> <p>2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.</p> <p>2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.</p> <p>2.11 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress.</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
		Director of Human Resources	2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
		Coordinator of Child Welfare, Attendance, and Family Services	2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
		Coordinator of ASES	2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.			3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.		Student and Family Services Manager	3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.		Coordinator of Federal and State Programs	3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500,000.00
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.			3.6 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

2/27/2018 10:25:23 AM

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	171693.00	0.00
Title I Part A: Parent Involvement	2024.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	171,693.00
Title I Part A: Parent Involvement	2,024.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	63,382.00
2000-2999: Classified Personnel Salaries	34,850.00
4000-4999: Books And Supplies	73,177.00
5000-5999: Services And Other Operating Expenditures	2,024.00
5800: Professional/Consulting Services And Operating	284.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	Title I	63,382.00
2000-2999: Classified Personnel Salaries	Title I	34,850.00
4000-4999: Books And Supplies	Title I	73,177.00
5800: Professional/Consulting Services And	Title I	284.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	2,024.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
Goal 1	136,559.00
Goal 2	35,134.00
Goal 3	2,024.00

## 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
Efrain Burciaga	X				
Raul Lopez				X	
Gabriela Garcia				X	
Viviana Camarillo				X	
Noriega del Cid				X	
Lizette Padilla				X	
Ian Olguin		X			
Elva DeBaca		X			
Irene Herrera-Cevallos		X			
Silvia Mendoza			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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  
*Janet Garcia R*  
\_\_\_\_\_  
Signature

X English Learner Advisory Committee

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 February 21, 2017.

Attested:

Efrain Burciaga

\_\_\_\_\_  
Typed Name of School Principal

*Efrain Burciaga*  
\_\_\_\_\_  
Signature of School Principal

*2-25-17*  
\_\_\_\_\_  
Date

Elva DeBaca

\_\_\_\_\_  
Typed Name of SSC Chairperson

*Elva DeBaca*  
\_\_\_\_\_  
Signature of SSC Chairperson

*2-25-17*  
\_\_\_\_\_  
Date

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide  
**DEPARTMENT:** As Assigned  
**FLSA:** Non-Exempt  
**UPDATED:** April 2016

**REPORTS TO:** Site Principal  
**CLASSIFICATION:** Classified (11 month)  
**SALARY:** Classified Schedule Steps 10-14  
**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

### **KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:****EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

**Sunset Elementary School**  
**Title I School-Level Parental Involvement Policy**

Sunset School has developed a written Title I parental involvement policy with input from Title I parents. Our school policy was developed in consultation with school personnel, community members and parents of Title I students. The policy is distributed to parents of participating children and to the extent practicable, provided in a language that parents can understand. This policy is made available to the local community through Sunset School's website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Sunset School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. At the beginning of the school year, all parents of the participating students shall be invited and encouraged to attend an informational meeting. Parents are informed of their school's participation of Title I, the requirements of Title I, and the right of parents to be involved in Title 1 school activities.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, improvement of the school's Title I programs and the Title I parental involvement policy. Parents are given the opportunity to give feedback on Title 1 programs and the Parent Involvement Policy.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress and the proficiency levels students are expected to meet This information is reviewed with parents throughout the school year during Parent Meetings, School Site Council meetings, English Language Acquisition Committee (ELAC), and Parent Teacher Conferences.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These meetings include Student Study Team meetings, Parent Principal Meetings, School Site Council Meetings and English Language Acquisition Committee (ELAC).

### **School-Parent Compact**

Sunset School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The parent-involvement policy was drafted during a meeting with parents and all parents were given the opportunity to provide feedback on the draft. The final draft was distributed to all parents.

### **Building Capacity for Involvement**

Sunset School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. To help reach these goals, the school has established the following practices, monthly parent meetings, School Site Council meetings, ELAC meetings, New Parent Orientation meetings and Parent Trainings.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This information is shared with parents during Parent Principal Meetings, Parent workshops and Parent Teacher Conferences and in a format and language that parents can understand.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This information is shared with staff members at monthly staff meetings and the Professional Learning Community.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are encouraged to attend workshops and take advantage of the resources of the San Ysidro School District Parent Center.
- The school distributes information related to school parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents. Sunset school parents actively participate in volunteering in the classroom and other school activities. The school also supports parents through Parent Institute (PIQUE), Traffic and Safety Committee and other school committees.

### **Accessibility**

Sunset School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

This is done by providing all parents an open forum during:

- Monthly Parent Principal meetings
- School Site Council meetings
- ELAC meetings
- New Parent Orientation meetings
- Parent Trainings.

*Last reviewed 11-15-16*

# SUNSET SCHOOL

## School- Parent-Student Compact 2016-2017

**By recognizing and accepting our individual roles in the learning process, we can ensure the educational success of every Sunset student.**

### **PRINCIPAL**

- The school will provide a high quality curriculum and high quality instruction in a supportive and effective learning environment
- The school will provide regular communication with parents about the progress of their child at the school
- The school will schedule parent/teacher conferences twice during the school year
- The school will provide a safe and nurturing environment for all students
- The school will communicate with families about the state's academic standards and the school's standings regarding academic testing.

### **TEACHER**

- Provides a safe and secure learning environment
- Create a partnership with every family in my class
- Monitor student progress and believe that all children can learn
- Assign work that is relevant and of high interest to students
- Explain expectations and grading system to parents and students

### **PARENTS**

- My child will attend school every day and will be on time
- Let the teacher know if my child has any problems learning
- Help my child see the importance of reading and math in daily life situations
- Limit my child's TV viewing and use of electronic games
- Stay informed about my child's education by promptly reading all notices from the school or district

### **STUDENT**

- Come to school every day on time
- Ask teachers questions when I don't understand something in the lesson
- Follow school rules
- Read 20 minutes each night
- Share what I have learned with my parents

**Al reconocer y aceptar nuestros diferentes responsabilidades referente al proceso de aprendizaje, podremos asegurar el éxito educativo de cada uno de los alumnos de la escuela Sunset .**

### **EL DIRECTOR**

- La escuela proporcionará instrucción y un currículo de alta calidad en un ambiente de aprendizaje solidario y efectivo.
- La escuela proporcionará comunicación constante con los padres sobre el progreso de su hijo en la escuela
- La escuela programará conferencias entre padres/maestros dos veces durante el año escolar
- La escuela proporcionará un entorno seguro y enriquecedor para todos los estudiantes
- La escuela se comunicará con las familias sobre los estándares académicos del estado y clasificación de la escuela en cuanto a las pruebas del estado

### **LOS MAESTROS**

- Proporcionarán un entorno de aprendizaje seguro
- Crearán una asociación con cada familia de cada estudiante en su clase
- Se encargarán de monitorear el progreso de los estudiantes y una creencia que cada alumno puede aprender
- Enseñarán respetando la creencia que todos los niños pueden aprender
- Asignará trabajos relevantes y de gran interés para el alumno
- Explicarán las expectativas y el sistema de calificaciones a los padres del alumno

### **LOS PADRES**

- Mi hijo/a asistirá a la escuela todos los días y llegará a tiempo
- Le dejaré saber al maestro si mi hijo tiene problemas de aprendizaje
- Ayudar a mi hijo/a entienda la importancia de la lectura y matemáticas en situaciones de la vida diaria
- Limitar el uso de la televisión y juegos electrónicos
- Mantenerme informado sobre la educación de mi hijo, leyendo todos los avisos de la escuela o el distrito

### **EI ALUMNO**

- Venir a la escuela todos los días a tiempo
- Hacer preguntas a los maestros cuando no entiendo algo de la lección
- Seguir las reglas escolares
- Leer 20 minutos cada noche
- Compartir con mis padres lo que he aprendido

**Year-End Evaluation Single Plan for Student Achievement (SPSA)**  
 San Ysidro School District/Sunset Elementary School  
 Year End Revision 2016

**Plan Priorities:** Identify the top priorities and major expenditures supporting these priorities.

Description (Goal/Strategy/Action Step)	Expenditure (include funding source)
<b>Action Step 1.1:</b> Teachers will work on Common Core State Standards Aligned instructional matrix and common assessments in the summer	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$25,279.77 Payment for Certificated Salaries for attending Summer Institute</li> </ul>
<b>Action Step 1.3:</b> Teachers will have release time during the day to collaborate by grade level and plan lessons for their Common Core State Standards units of study.	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$7,000 Payment for Certificated Substitutes to give teachers release time for Professional Development</li> </ul>
<b>Action Step 1.8:</b> Common Core State Standards Supplemental Resources in Math to target struggling Students (i.e. Math their Way, "Hands on Math")	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$34,371 Covered the purchase of Math supplemental material</li> </ul>
<b>Action Step 1.12:</b> Before and After school classes for intervention(Newcomers, Reading and Math)	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$10,000 Provide extra duty pay for certificated teachers</li> </ul>
<b>Action Step 1.14:</b> Purchase of supplemental materials that will support Common Core State Standards Implementation. Examples: Literature for classroom libraries (non-fiction & Fiction), math manipulatives, math tools kits, word work consumables, etc....	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$28,185 Covered the purchase of supplemental materials</li> </ul>
<b>Action Step 3.10:</b> Purchase of instructional materials to supplement CCSS, i.e. assessment materials, math manipulatives, non-fiction texts and dual language resources (Scholastic Newsletters, Student Folders and Santillana Grammar Books)	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$65,279.23 Covered the purchase of supplemental materials</li> </ul>
<b>Action Step 4.2:</b> The IMRA will assist the school with monitoring student attendance and other activities that promote student achievement and well-being.	<b>Title 1/LEP Funds</b> <ul style="list-style-type: none"> <li>\$30,534 Covered .5 FTE for IMRA</li> </ul>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Sunset Elementary School  
Year End Revision 2016

### Plan Implementation

Identify strategies in the current SPSA that were fully implemented as described in the plan.

Strategy	Data to support
<b>Action Step 1.1:</b> Teachers will work on Common Core State Standards Aligned instructional matrix and common assessments in the summer	<ul style="list-style-type: none"> <li>Teachers attended the District wide Professional Development provided by the Principal Exchange Program</li> </ul>
<b>Action Step 1.3:</b> Teachers will have release time during the day to collaborate by grade level and plan lessons for their Common Core State Standards units of study.	<ul style="list-style-type: none"> <li>Teacher met monthly to collaborate and plan lesson in the implementation of the Common Core State Standards.</li> </ul>
<b>Action Step 1.4:</b> District/Site TOSAs will assist in the implementation of Common Core State Standards-aligned instruction.	<ul style="list-style-type: none"> <li>Site TOSAs worked with teachers of all grade levels to review Student Data/Assessments and assist in the lesson planning and implementation of the Common Core State Standards for their specific grade level.</li> </ul>
<b>Action Step 1.7, 1.14, 2.3 &amp; 3.10:</b> Teachers worked collaboratively along with our school IMRA to identify the supplemental materials needed to support Language Arts, English language Development and Math Common Core State Standard.	<ul style="list-style-type: none"> <li>Using Title 1 Funds supplemental material purchases were made to accommodate the needs of every grade level for curricular instruction in English Development and Math (Literature Classroom Libraries, Math Manipulatives, Vocabulary Workshop Workbooks, Non-Fiction and Fiction Texts, Dual Language Resources (santillana), Ready Common Core Math and Science Interactive Workbooks).</li> </ul>
<b>Action Step 1.12:</b> Before and After school classes for intervention(Newcomers, Reading and Math)	<ul style="list-style-type: none"> <li>Students that were identified as Newcomers or Struggling Students were placed in small group instruction to receive extracurricular instructions in the areas of need (ELA, Math &amp; Writing)</li> </ul>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Sunset Elementary School

Year End Revision 2016

### Plan Implementation

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Strategy	<ul style="list-style-type: none"> <li>• What specific actions related to those strategies were eliminated or modified during the year?</li> <li>• Identify barriers to full or timely implementation of the strategies identified above.</li> <li>• What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?</li> <li>• What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?</li> </ul>
<b>Action Step 3.1:</b> Teachers will participate in professional development in Math (math strategies) through Data Reflection Sessions	<ul style="list-style-type: none"> <li>• District provided Math Curriculum Alignment and stated the process for Math Program Piloting</li> <li>• Based on District's Formative Assessments, there was no impact on student outcome.</li> </ul>
<b>Action Step 3.7:</b> Teachers will collaborate with district to provide relevant training for staff. Each teacher will participate in grade-specific training for both ELA and Math	<ul style="list-style-type: none"> <li>• This strategy was not fully implemented because the District's training focused on ELA &amp; Math Common Assessments to give teachers a foundation in Standards Aligned Instruction.</li> <li>• We still have a high level of ELLs struggling on Common Assessments in ELA Units and need more time for professional development to target research-based instructional strategies for English Learners.</li> </ul>

### Strategies and Activities

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

Strategy	Evidence
<b>Action Step 1.12:</b> Before and After school classes for intervention(Newcomers, Reading and Math).	<ul style="list-style-type: none"> <li>• Students showed significant progress on common assessments and teacher-created assessments</li> </ul>

## Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Sunset Elementary School

Year End Revision 2016

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

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)	Recommendation (based on analysis):
<b>Action Step 2.6:</b> ELD Teacher Aides will work to support ELLs individually, in small groups and in the classroom.	<input checked="" type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other: Lack of standard curriculum	<input checked="" type="checkbox"/> Eliminating it from next year's plan  <input type="checkbox"/> Continuing it with the following modifications:
<b>Action Step 3.8:</b> Provide professional development and collaboration opportunities on Response to Instruction and Intervention (RtI) in order to support low performing students.	<input type="checkbox"/> Lack of timely implementation <input type="checkbox"/> Limited or ineffective professional development to support implementation <input checked="" type="checkbox"/> Lack of effective follow-up or coaching to support implementation <input type="checkbox"/> Not implemented with fidelity <input type="checkbox"/> Not appropriately matched to student needs/student population <input type="checkbox"/> Other: Not standardized.	<input checked="" type="checkbox"/> Eliminating it from next year's plan  <input type="checkbox"/> Continuing it with the following modifications:

### Involvement/Governance

- How was the SSC involved in development of the plan?  
Principal informed SSC about assessment data and developed strategies that would benefit student learning. SSC met to discuss each one of the goals and determine actions steps to address the goals.
- How were advisory committees involved in providing advice to the SSC?  
ELAC President attended our SSC meetings and gave feedback on school programs and the SPSA.
- How was the plan monitored during the school year?

## **Year-End Evaluation Single Plan for Student Achievement (SPSA)**

San Ysidro School District/Sunset Elementary School

Year End Revision 2016

At monthly School Site Council meetings, various data regarding student achievement was reviewed and analyzed to determine next steps. In the Spring, we spent time going over the actions steps to determine if resources we're being allotted and made adjustments to the SPSA.

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

### **Outcomes**

- Identify any goals in the current SPSA that were met.  
Already included in the Plan Implementation section.
- Identify any goals in the current SPSA that were not met, or were only partially met.
  - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.  
Already included in the Plan Implementation section.
- Based on this information, what might be some recommendations for future steps to meet this goal?  
Future steps to implement:  
Work closely with District office to include professional development opportunities throughout the year.

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

SAN YSIDRO MIDDLE SCHOOL



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** San Ysidro Middle School  
**CDS Code:** 37 68379 6098453  
**District:** San Ysidro School District  
**Principal:** Roberto Carrillo  
**Revision Date:** February 14,2017

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:** Roberto Carrillo  
**Position:** Principal  
**Phone Number:** 619-428-5551  
**Address:** 4350 Otay Lakes Road  
San Ysidro, CA 92173  
**E-mail Address:** roberto.carrillo@sysd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on March 9,2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	3
Description of Barriers and Related School Goals .....	5
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	14
Quality Snapshot .....	15
Planned Improvements in Student Performance .....	16
School Goal #1.....	16
School Goal #2.....	39
School Goal #3.....	51
Centralized Services for Planned Improvements in Student Performance .....	63
Centralized Service Goal #1.....	63
Centralized Service Goal #2.....	83
Centralized Service Goal #3.....	103
Summary of Expenditures in this Plan.....	123
Total Allocations and Expenditures by Funding Source .....	123
Total Expenditures by Object Type.....	125
Total Expenditures by Object Type and Funding Source .....	127
Total Expenditures by Goal .....	129
School Site Council Membership.....	130
Recommendations and Assurances.....	131

## School Vision and Mission

### San Ysidro Middle School's Vision and Mission Statements

San Ysidro Middle School will provide an environment where all students will have an opportunity to gain and practice 21st Century Skills so that they will be equipped for success in high school and beyond.

#### Environment:

San Ysidro Middle School will provide an environment where our students' well-being is protected and nurtured through:

- the organization and use of resources to create a safe campus.
- the commitment of all adults to establish individual and supportive relationships with students.
- the development of meaningful programs and activities that allow our students to feel connected to our school community.

#### Opportunity:

San Ysidro Middle School will provide opportunities for our students through:

- a commitment to equity and access characterized by the recognition that our students are individuals with individual needs.
- the use of student data to determine and provide individualized plans for academic achievement.
- a focus on student responsibility and accountability matched with individualized supports.

#### 21st Century Skills:

San Ysidro Middle School will provide rigorous learning experiences for our students to gain and practice Creativity, Collaboration, Communication, and Critical Thinking through:

- core coursework which is aligned with the California Core Standards and emphasizes rigorous, high-level learning with relevance to our student's future academic and career goals.
- elective coursework which allows student to explore their personal skills, abilities, and/or interests
- the daily delivery of instruction by highly qualified teachers whose lessons are planned to ensure student engagement in the learning process.
- the use of technology as a tool to enhance and apply learning.

#### Success:

San Ysidro Middle School will establish success for our students by:

- maintaining high expectations for all our school stakeholders.
- providing individualized support for students.
- prioritizing professional development and collaboration for teachers.
- welcoming parent involvement and participation.
- developing partnerships within our community.

## School Profile

San Ysidro Middle School (SYMS) is the "Flagship" school of San Ysidro School District which enrolls students from the San Diego-Mexico Border Community of San Ysidro. SYMS serves students in grades 7-8 on a single-track, modified, eleven-month schedule.

The school prioritizes a safe learning environment where students can feel secure as they learn. SYMS has a comprehensive site safety plan which is updated annually to ensure the well-being of our students. Additionally, school advisory councils such as the School Site Council (SSC) and the English Language Advisory Committee (ELAC) meet regularly to review and update site level plans such as the Single Plan for Student Achievement.

SYMS is a welcome place for parents and the community. Parents are invited to become involved in the SSC and ELAC or to participate in programs such as the Parent Institute of Quality Education (PIQE) -- a 9-week parent institute where parents learn more about being involved in their child's education.

SYMS teachers are highly qualified, single subject matter credentialed professionals with a deep commitment to the San Ysidro Community and its families. Teachers collaborate in Professional Learning Communities on appointed minimum days each week.

This provides an opportunity for them to utilize student learning data from common formative assessments to create future lesson plans and determine necessary student supports.

The school focus is for our students to gain and practice 21st Century Skills or the 4"C's" -- Creativity, Collaboration, Critical Thinking, and Communication. This focus ensures that our students are prepared for success in high school and beyond. Core coursework (English, Math, Social Science, Science, and Physical Education) includes the delivery of rigorous instruction with high expectations and individualized support. Elective coursework is designed for student exploration of personal skills and interest in each of the following areas: Visual and Performing Arts, STEAM, College Readiness & Leadership, and Foreign Languages.

#### Visual and Performing Arts

Beginning Band - this course introduces students to wind and percussion instrument technique, music theory, rhythm, and practice in both concert and marching band technique.

Intermediate Band - this course is open to students who have one year of band experience in wind and percussion and continued musical instruction and practice.

Beginning String and Guitar Ensemble - these courses teach students who have never played violin, viola, cello, double bass or guitar an introduction to instrument technique, music theory, rhythm and other aural skills. Those who make progress will be promoted to the Mariachi course.

Art courses at SYMS expose students to all facets of visual art including history, cultural significance, criticism and production. Students will develop confidence to create original works of art. Students in Art 2 participate in art career exploration including video game and movie industry options.

#### STEAM Offerings

Technology/Genius Bar – this highly popular course, inspired by Apple’s Genius Bar concept, challenges students to provide student-led technology support for their peers and become digital innovators through collaborative learning. Using SMARTBoard technology, Chromebooks, iPads and digital instructional videos, students are writing computer code, designing educational interactive games, and editing and recording informative videos.

Project Lead the Way – Computer Science organizes students in teams, focusing on application of computer science beyond the fundamentals of programming. Students will create apps, explore the impact of computers on society, and apply computer science to modeling simulation and data analysis.

#### College Readiness & Leadership

The San Ysidro Associated Student Body (ASB) offers student the chance to support, represent, and lead the school community through a variety of yearly activities, assemblies, events, and incentives. Students assist with organizing dances, fundraisers, and celebrations and help to improve student life on campus.

Advancement Via Individual Determination (AVID) provides students with effective academic support while preparing them for the rigors of college. Students learn time management, critical thinking and study skills, receive academic help from peers and college tutors and participate in enrichment activities to solidify their path to college.

#### Foreign Language

SYMS students have the opportunity to learn or polish their Spanish language skills. Enrolling in either Spanish for Native Speakers or Spanish for Non-Native Speakers, our students learn vocabulary, conjugations, and pronunciation – skills that will make them more competitive for the jobs of tomorrow.

Additionally, there are opportunities for all SYMS students to engage in extracurricular activities and programs designed to help them develop character and become engaged in the school community. These programs include the ASES before and after-school program provided by Think Together and SYMS Intramural Sports made possible through a partnership with Sweetwater Union High School District so that SYMS students can participate in competitive sports teams featured in Sweetwater’s athletic conference league.

## **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).

During the 2015-2016 school year, data was collected through both formal surveys and informal discussions. This information was used to discover and address specific needs for San Ysidro Middle School during the school year, as well as to inform decisions for the 2016-2017 school year. Students were surveyed during the year using Scantron technology and/or on-line survey sites such as Survey Monkey. Items of interest that were surveyed included students' perception of school climate, classroom instruction, and overall mental health. Additionally, students were interviewed or polled in meetings with SYMS academic and pupil services counselors. Survey data indicates that students are concerned about the overall climate of the school and believe that there is a need for focus on items such as anti-bullying, respect for others (including adults), and school-wide discipline.

Staff members were able to provide information to administration regarding the effectiveness of Data Reflection Sessions, Professional Learning Communities (participation and planning), and professional development opportunities. Feedback indicates that teachers see the 2015-2016 school year as a year of transition. Comments from staff indicate that they are appreciative of the new curriculum changes and see value in the teacher created matrix with common assessments. Staff sees value in the Data Reflection Sessions and PLC planning time, and believe that now that they have become more familiar with the process, they will be able to better use the data from assessments to drive instruction and create individualized supports for students who are struggling. Staff further indicated the need for school-wide intervention opportunities and many have indicated they would like to see ZAP return (a lunch-time opportunity for students who are not completing or need targeted assistance with their class work). Staff also expressed their concerns about changes at the school site and the need to focus on school climate. Teachers are concerned about school-wide discipline and consistency. SYMS will have an unusual number of beginning teachers in 2016-2017. Staff expressed concerns regarding supporting teachers with professional development, training, and/or other support with classroom management.

Parents who participated in the PIQE program provided feedback that the program itself was remarkably beneficial. Comments from parents indicated that PIQE helped them to begin to understand their role in their student's education. Parents indicated they would like the program to continue, and they would be interested in more frequent opportunities at the school site to be able to learn about how best to support their students' academic achievement as well as issues associated with adolescence. Parents have also provided feedback to office staff and administration that they would like to see more focus on anti-bullying.

### **Classroom Observations**

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

During the 2015-2016 school year, classroom observations were conducted by the site principal and assistant principal. Data from class visits was collected and used in the formal evaluations of certificated teachers according to the District evaluation schedule and as indicated in the Collective Bargaining Agreement. During the 2016-2017 school year, data from the formative unit assessments will be used to create agreements among PLC members. SYMS Administrators will use these agreements as the basis for observations and subsequent feedback. Additionally, District professional development for the 2016-2017 school year will include the development of common language with respect to classroom instruction and will include frequent classroom visits to be able to create and calibrate the process of observations district-wide. Teachers from the site have indicated that the number of visits by the site principal seemed to decline in 2015-2016 and they welcome the opportunity to have visits and targeted feedback. A proposal to support an increase in the number and validity of classroom visits is to reduce two lunches (7th and 8th grades) to one common lunch. This will reduce the amount of administrator's supervision time by an hour during the day and will help to alleviate issues such as a lack of time to visit classrooms in each grade as well as issues of discipline to address in the office. Additionally,

communication regarding common language will be deliberate and intentional. During the 2016-2017 school year, site level staff meetings and/or professional development will be centered on the school-wide focus of student engagement.

### **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)

Data from the 2015-2016 CAASPP testing will be analyzed and utilized as follows:

- 1) Student data from the state assessment will be used to inform student placement in courses. Students who are not meeting performance goals will be provided opportunities within and beyond the school day for improvement. Examples include enrollment in English or Math support courses, assignment to after-school tutoring, and/or Saturday Intervention (a consideration for 2016-2017). Students who are meeting and/or exceeding performance goals will be scheduled into appropriate courses with students in heterogeneous groupings.
- 2) Student data from the state assessment will be used to modify the District common assessments to more adequately predict student performance on core curriculum during the school year. This will allow teachers to identify students who are not meeting performance goals and provide individualized supports in the classroom.
- 3) Student data from the state assessment will be used to analyze trends in the district and school with respect to subject area, subgroups, and specific classrooms. Additionally, comparison with truly similar schools may provide further study of programs and/or services that meet the needs of and help to improve achievement for students that are not meeting performance goals.

Data from the 2015-2016 and 2016-2017 CELDT testing will be analyzed and utilized as follows:

- 1) Student data from the CELDT will be used to identify the need for and to quantify minutes of self-contained English Language Development (ELD).
- 2) Student data from the CELDT will be used to identify an individual student's level of proficiency in English. This data will also inform appropriate groupings of students in ELD classes to be able to teach/access the California ELD Standards.
- 3) Student data from the CELDT will be used by classroom teachers to be able to differentiate and support students in core classes. Data will also be used as the English teacher and ELD teacher collaborate to pre/post load English curriculum for students during ELD time.
- 4) Student data from the CELDT will be used to analyze trends in the district and school with respect to grade levels, subgroups, and specific classrooms.

Data from the 2015-2016 California Science Assessment (8th grade) will be analyzed and utilized as follows:

- 1) Student data from the science assessment will be used in conjunction with other state assessment data to determine appropriate placement in coursework. Students who are not meeting performance goals will be provided opportunities such as assignment to after-school tutoring and/or Saturday intervention (a consideration for 2016-2017). SYMS will continue implementing NGSS style lessons, and data from the science assessment will be used to help shape the content of the curriculum units.
- 2) Student data from the science assessment will be used in relation to the 2016-2017 (new) Science Fair. All students will be required to participate, but differentiated levels of support and/or student groupings will be informed by the science assessment so that students who are not meeting performance goals will be provided adequate support for success and those who are meeting and/or exceeding performance goals will be adequately challenged.

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

A curriculum matrix with five units was created for each grade level in the San Ysidro School District for use in 2015-2016 and beyond. Each unit includes a teacher-created and CAASPP aligned assessment which is given to all students according to the yearly SYSD Assessment Calendar. The students' results data will be analyzed in scheduled Data Reflection Sessions (DRS) and PLC Planning Sessions. There are 5-6 of these sessions each school year. The assessment data is used to create collaborative agreements among PLC members regarding the creation and/or modification of units from the curriculum matrix. Assessment data is also used to identify students who are not meeting performance goals and who need individualized intervention and/or support.

Teachers also create their own formative assessments which are used to inform their pacing, instructional practices, and classroom intervention/supports. Teachers use this data to support students who are not meeting performance goals and to further challenge students who are meeting and/or exceeding performance goals.

Staffing and Professional Development

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

San Ysidro Middle School has a highly qualified staff of certificated teachers. Each teacher is a single subject credentialed teacher assigned to instruction in their subject area. As new electives are being added to the school curriculum, there will be an effort to determine the potential for hiring Career Technical Education (CTE) credentialed teachers. Additionally, teachers of specific electives such as Project Lead the Way (PLTW) and Advancement Via Individual Determination (AVID) will receive program specific training during the summer of 2016 and throughout the 2016-2017 school year.

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

During the 2015-2016 school year, San Ysidro School District 6-8th grade Math teachers began a pilot of state adopted Math Curriculum (Collegeboard). During the 2016-2017, the district will begin the piloting of state adopted English Language Arts Curriculum. SYMS Math and English Language Arts teachers are part of these text/curriculum pilots. Teacher who are piloting these materials have been included in meetings provided by the District in conjunction with the publishers to learn how to use the curricular materials.

SYMS used 2015-2016 funding to purchase instructional materials for English Learners which included reading materials (novels, short stories, etc.) for classrooms. Funds were also used to purchase materials for the Science Laboratory. Additionally, the district provided licenses for Accelerated Reader (AR) and Accelerated Math (AM) to provide additional opportunities for students who are not meeting performance goals to be able to receive additional support. Students use these computer programs during advisory/homeroom time, as well as in support classes. Teachers participated in training sessions to learn these programs and have ongoing opportunities to further implement and use the data tracking portions of these programs to be able to utilize the data to monitor student progress and subsequent needs.

Overall, professional development in 2015-2016 was centered around the implementation of the new curriculum matrix with CAASPP aligned assessments. Professional development provided at the 2016-2017 SYSD Summer Institute will be centered around instructional practices and the anchoring of common language, data collection, and subsequent feedback from classroom observations. The 2016-2017 focus for professional development at SYMS will be on student engagement. Additionally, professional development centered on classroom management will be provided for new and/or struggling teachers.

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

In 2015-2016, the San Ysidro School District led the development of grade level curriculum matrices which were aligned to the California Core Curriculum Standards. The matrices were created collaboratively by grade level teachers who used the California Common Core Assessment Blueprints, Claims, and Targets to determine the content of units. Additionally, each unit includes an aligned assessment. The assessment is given commonly throughout each grade level in the District and student data from the assessment is used to determine student progress with performance goals and the necessary supports to be provided for students who are not meeting performance goals. Data from these assessments is analyzed in Data Reflection Sessions (DRS) which are facilitated by a District Instructional Lead/Teacher on Special Assignment (TOSA). In the DRS teachers examine data for specific students, as well as subgroups such as English Learners and Students with Disabilities, to determine necessary adjustments to future instruction and/or current remediation. Teachers also meet in PLC groups in planning sessions to discuss findings from the DSR, share curriculum resources, discuss best practices, and determine next steps for overall student achievement. This process of curriculum alignment to the core, common aligned assessments, and data reflection with planning will continue in 2015-2016. Data from the 2015-2016 school year will be used in the subsequent year to measure student progress vertically and inform areas for professional development. In 2016-2017, curriculum walks will be added to develop a common language regarding classroom practices so that discussion and feedback regarding the curriculum matrix and student assessment data will be targeted.

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

The Instructional Lead/TOSA provides support for teachers in data analysis during Data Reflection Sessions, visits classrooms, and provides additional support through coaching and modeling lessons. In 2016-2017, the Instructional Lead will mentor new teachers and provide inservice trainings in the areas of classroom management, best practices, and schoolwide focus on classroom engagement.

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

Teachers collaborate by grade level in Professional Learning Communities. Opportunities for collaboration occur six times each year after the completion of a unit from the District Curriculum Matrix and administration of the Unit Assessment. Additionally, teachers have minimum days one day each week when students leave early and teachers use the non-instructional time for professional preparation and collaboration. Each month, 50% of these minimum days are used for PLC planning and/or Common Core implementation meetings. This is in excess of 51 hours of yearly collaboration opportunities for PLC groups, grade-levels and/or content specific departments.

### Teaching and Learning

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

Classroom teachers are utilizing the District Curriculum Matrix and assessments which were created by grade level teachers and are aligned to California Core Curriculum Standards using state blueprints, claims, and targets. Materials used in classrooms are state adopted materials and sufficient for all students so as to be compliant with Williams Settlement Requirements. The matrix and assessment were implemented during the 2015-2016 school year. During the 2016-2017 school year, District professional development will focus on best practices of instruction. This will include frequent learning walks by administrative teams to anchor on documenting evidence of teaching and learning utilizing aligned curriculum and materials, as well as providing meaningful feedback to teachers. A common language will be developed throughout the district to be able to discuss and improve on teaching and learning.

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

At San Ysidro Middle School, regular days consist of 315 instructional minutes while minimum days consist of 247 minutes. The total number of instructional minutes for the school year exceeds the 54,000 minute requirement and meets the recommended instructional minutes for English Language Arts (ELA), English Language Development (ELD), and mathematics.

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

The SYSD Curriculum Matrix provides a pacing schedule for teachers to be able to adjust within a unit and/or in the subsequent unit. These adjustments to pacing allow for re-teaching and/or other support within the classroom for students who are not meeting performance goals. The master schedule includes intervention courses for students in English and Math. These semester courses include students that are nearly meeting performance goals utilizing data from the 2015-2016 unit assessments. Students move out of this intervention course when they begin to meet performance goals. Students have only one intervention class per semester. Targeted placement of students in support classes helps to ensure that students receive appropriate and individualized support for content for which they are not meeting performance goals. Data from the district assessments from the previous school year provides targeted instruction in areas of need and also help students to move to proficiency in a timely manner.

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

In 2015-2016, SYSD grades 6-8 piloted state adopted Math materials -- Springboard by CollegeBoard. This was in addition to district-wide adoptions that occurred in the 2014-2015 school year which, unfortunately, included supplemental materials which had not been state adopted as core curriculum. All of the math teachers at SYMS are part of this ongoing pilot. Math Teachers received their materials in February of 2016 and continue to implement and use materials to make decisions about adoption for the District. In 2016-2017, English Language Arts materials will be piloted by all English teachers at SYMS. A selected group of teachers will meet to review specific materials to pilot during the summer/fall of 2016. Previous additions of state and SYSD adopted materials are available for use in the classrooms. There are sufficient materials available to comply with Williams Settlement requirements. Many SYMS classrooms have class sets of these materials in addition to the individual study copies which are checked out by students for use at home.

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)

During 2015-2016 and 2016-2017, California State Board of Education adopted materials in Math and English Language Arts are being piloted in grades 6-8. These materials are being used in the classroom as well as previous materials adopted by the state and district. There are sufficient materials for students in compliance with the Williams Settlement and many classrooms have classroom sets of materials in addition to individual materials which are checked out to students for home use. Supplemental materials are used in core classes and for intervention purposes. Materials purchased during 2015-2016 include Accelerated Math, Hands on Math (with manipulatives), and Accelerated Reader. Additionally, Read 180 and System 44 are used intermittently in Special Education classrooms.

Opportunity and Equal Educational Access

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

The regular program at SYMS is informed by student data from standards aligned assessments. This data is analyzed by teachers in PLC groups and in conjunction with site administration. As a result of the data, underperforming students are targeted for support. Supports for these students include differentiated classroom instruction, additional targeted support from the classroom teacher in the form of pre or re-teaching, assignment to ZAP program (2016-2017 lunch time opportunity), assignment to after-school tutoring, and/or assignment to Saturday Intervention Program (2016-2017).

14. Research-based educational practices to raise student achievement

SYMS uses research-based education practices to raise student achievement through the use of Professional Learning Communities. Teachers meet in excess of 51 hours each year to plan for instruction and analyze student data. SYMS administrators engage in evidence based data collection from class visits to provide feedback to PLC groups as well as to individual teachers. Professional development for 2015-2016 has been centered on curriculum alignment and the use of student data from common assessments to drive instruction and intervention. Professional development for 2016-2017 will include a focus on classroom learning walks to develop a common language regarding research based best practices. The 2016 SYSD Summer Institute will also highlight research-based practices for teaching and learning with respect to English Learners. Throughout 2016-2017 SYMS will also provide professional development focused on student engagement and classroom management for new and/or struggling teachers.

## Parental Involvement

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

During 2015-2016, families were invited to participate in a district funded program -- Parent Institute of Quality Education (PIQE). This 9 week program empowered parents to become more involved in their student's education by providing training on subjects such as California curriculum, adolescence, and providing appropriate opportunities for students to be successful.

During 2015-2016, the District provided parent and community trainings on anti-bullying and drug prevention awareness. These trainings were presented by a safety consultant who helped oversee site level safety committees and the creation of site safety plans.

SYMS also has support staff positions to assist students with items that contribute to their success in school including attendance, emotional health, etc. These positions are School Counselor and Outreach Consultant. The goal of these support staff members is to alleviate barriers to overall well-being that keep students from attending and/or fully engaging in their education.

### 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)

SYMS has a number of opportunities for stakeholders to be involved in the planning, implementation, and evaluation of programs which are funded under Title 1 (at the site level), and Title 2 and/or 3 (at the district level). SYMS has a School Site Council which meets monthly to review site planning and execution. The council is composed of staff, parents, and students who discuss agenda items with the largest responsibility being to help create, revise, and evaluate the Single Plan for Student Achievement and approve (by vote) its implementation. Another advisory committee is the English Learners Advisory Committee (ELAC) where parents of English Learners provide input on the programs and services for their students. These committees also provide input for the SYSD Local Control Accountability Plan (LCAP) and the use of state funding (base and supplemental) for district-wide programs. There are also District level committees for stakeholder input, planning, and evaluation including District English Learners Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Master Plan Committee, SYSD Safety Committee, and the LCAP Cohort.

## Funding

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

SYMS utilizes Title I funds to provide support to educationally disadvantaged students through academic interventions. District level funds, i.e. Title II, Title III, and the Educator Effectiveness grant, provide additional academic support for English Learners and Homeless/Foster Youth through professional development and the purchase of supplementary materials.

### 18. Fiscal support (EPC)

San Ysidro School District (SYSD) provides centralized services which include specific programs, actions, and services utilized by SYMS and funded by LCFF (Base and Supplemental/Concentration) funds, Title I, Title II, Title III, Educator Effectiveness, and Special Education. Some services supporting the school site include the Instructional Lead and the Visual and Performing Arts (VAPA) team which provides rigorous Common Core instruction while teachers are analyzing assessment results in Data Reflection Sessions.

## **Description of Barriers and Related School Goals**

In 2016-2017, there will be a large number of new teachers with little classroom management training which knowingly contributes to a decline in school climate and student achievement. This was not deliberate, but there is a lack of professional development in this area that must be addressed. SYMS administrators will work with the site Instructional Lead/TOSA to provide regular new teacher trainings or in-services with subsequent feedback for support and/or success.

Also, the current schedule includes two student lunches which limits an administrator's ability to support teachers in classroom. In 2016-2017, SYMS will change the lunch schedule, moving from two lunches per day to one. This will provide administrators the opportunity to visit classrooms consistently and provide support to teachers in terms of instructional practices and classroom management. Additionally, this will help to resolve scheduling constraints due to the restriction of a common preparation period for Physical Education Teachers because PE cannot be taught during lunch time because the facilities need to be shared at these times.

During the 2015-2016 school year a lack of communication regarding the school vision and mission with all stakeholders has limited the ability to set a positive school climate and culture. In 2016-2017, efforts will be made to increase communication to make the vision and mission of SYMS deliberate. SYMS staff met at the end of the 2015-2016 school year to review and approve a new vision and mission for the school moving. Additionally, a number of non-negotiables were reached regarding communication so that all students and stakeholders will see the focus on 4 elements including in the vision -- environment, opportunity, 21st Century skills, and success. It was agreed that communication will be intentional and include basic items such as the following: a master calendar for the school which is placed on Google docs and in Outlook, a Week-at-A-Glance (WAAG) email communication with important information and updates, and regular newsletters from SYMS administration to keep all stakeholders informed of the important activities, events, and progress at the school. Teachers have also committed to making regular gradebook updates via the Synergy Student and Parent Portal so that students and families are able to monitor completion of work and/or grades. SYMS staff has also committed to a school wide instructional focus on student engagement as well as made a commitment to be consistent with school policies with items such as school uniforms and tardiness. A consistent message of accountability for everyone will aide in changing the school climate and culture in a positive way.

## 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 7	268	276	244	242	241	242	91.0	85.2
Grade 8	339	281	316	259	313	258	93.2	88.4
All Grades	607	557	560	501	554	500	92.3	86.8

\* 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 7	2505.7	2501.0	6	5	31	26	20	29	42	41
Grade 8	2532.7	2525.3	5	10	32	24	31	26	30	40
All Grades	N/A	N/A	6	8	32	25	26	27	35	40

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 7	12	10	40	37	48	53
Grade 8	12	16	50	37	38	47
All Grades	12	13	45	37	42	50

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 7	17	15	43	46	40	39
Grade 8	16	16	54	43	30	41
All Grades	16	16	49	44	34	40

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 7	7	8	61	63	32	29
Grade 8	9	7	65	68	26	25
All Grades	8	8	64	65	28	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 7	17	15	47	50	36	36
Grade 8	11	18	60	48	29	34
All Grades	13	16	55	49	32	35

**Conclusions based on this data:**

1. 38% of 7th grade students met or exceeded the standards. 62% did not meet the standards. 37% of 8th grade students met or exceeded the standards. 63% did not meet the standards.
2. Based on scores, students need the most improvement in the area of demonstrating understanding of literary and non-fictional texts.

## 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 7	268	276	264	265	263	265	98.5	93.3
Grade 8	339	281	330	272	327	272	97.3	90.8
All Grades	607	557	594	537	590	537	97.9	92

\* 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 7	2456.9	2468.7	4	4	10	15	25	27	61	54
Grade 8	2475.6	2470.3	2	6	10	9	23	18	64	68
All Grades	N/A	N/A	3	5	10	12	24	22	63	61

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 7	8	8	25	25	67	67
Grade 8	3	8	24	17	72	75
All Grades	6	8	24	21	70	71

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 7	5	7	45	46	49	47
Grade 8	3	6	47	46	50	48
All Grades	4	7	46	46	49	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 7	5	7	60	51	34	42
Grade 8	4	7	48	46	47	47
All Grades	5	7	54	48	42	45

**Conclusions based on this data:**

1. 14% of 7th grade students met or exceeded the standards. 86% did not meet the standards. 12% of 8th grade students met or exceeded the standards. 89% did not meet the standards.
2. Based on scores, students need the most improvement in applying mathematical concepts and procedures.

## 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
7	21	14	22	34	32	35	21	27	21	12	9	10	13	17	12
8	21	18	21	40	35	36	16	24	17	8	10	14	15	14	13
<b>Total</b>	21	16	21	37	34	35	18	26	19	10	10	12	14	15	12

#### Conclusions based on this data:

1. 46% of 7th grade students scored early advanced or advanced on the CELDT. 52% of 8th grade students scored early advanced or advanced on the CELDT.
2. Overall, half of the students taking the CLEDT test scored in the upper levels.

## 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
7	17	12	19	29	28	31	18	24	18	11	9	9	25	27	24
8	18	16	19	35	32	33	14	22	15	6	9	13	27	21	20
<b>Total</b>	18	14	19	31	30	32	16	23	17	9	9	11	26	24	22

#### Conclusions based on this data:

1. Our numbers have increased slightly. We need to provide more support for our English Language Learners.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	344	336	330
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	344	336	330
Number Met	236	214	243
Percent Met	68.6%	63.7%	73.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

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	114	279	121	246	116	248
Number Met	13	177	14	149	19	157
Percent Met	11.4%	63.4%	11.6%	60.6%	16.4%	63.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	Yes	No	Yes

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

#### Conclusions based on this data:

1. in 2014-2015 long term English Learners (5 years or more) met the NCLB target in AMAO 2.
2. Over the last 3 years, the percentage of English Learners (less than 5 years) attaining English proficiency has declined and has not met the minimum NCLB target.
3. Over the last 3 years, students at SYMS have exceeded the NCLB target in AMAO1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
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. Between years 2012-2014, the percentage of English Learners (less than 5 years) attaining English proficiency has been stagnant and has not met the minimum NCLB target.
2. Between years 2012-2014, the percentage of long term English Learners (more than 5 years) attaining English proficiency has been stagnant but has met the minimum NCLB target.

# School and Student Performance Data

## Quality Snapshot



### 2013-14 School Quality Snapshot

**San Ysidro Middle**  
San Ysidro Elementary  
4345 Olay Mesa Rd., San Ysidro, CA 92173

Grades Offered: 7 - 8  
Enrollment: 641  
Charter: No  
Title I Funded: Yes  
CDS Code: 47-88370-6098453

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**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

**What are the Smarter Balanced Tests?**  
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/taip/ga/>

**California's Academic Performance Index (API)**

2013 Growth API	822
Growth from Prior to Current Year	44
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	7
2013 Growth API Similar Schools Rank	10

**API Subgroup Performance - 2013 API Growth**

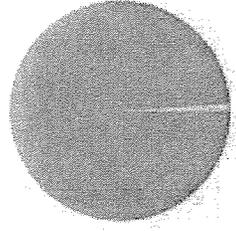
	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	Yes	43
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	Yes	40
Socioeconomically Disadvantaged	Yes	41
Students with Disabilities	--	--

Green = Student group met target  
Red = Student group did not meet target  
Grey = Student group is not statistically significant

**CHART LEGEND:**  
SCHOOL DISTRICT STATE  
CDS: County district school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

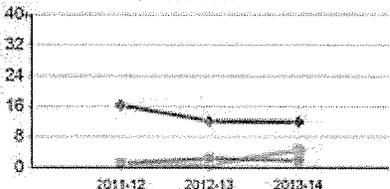
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	61%
Socioeconomically Disadvantaged	88%
Students with Disabilities	13%

**Percentage of Students Redesignated to Fluent-English Proficient**

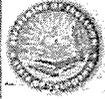


California Department of Education  
Report (2014) Generated: April 20, 2015

**Tom Torlakson**  
State Superintendent of Public Instruction

Please visit the following Web page for more information: <http://www.cde.ca.gov/snapshot/>

Page 1



**2013-14 School Quality Snapshot**

**San Ysidro Middle**

San Ysidro Elementary

4345 Otay Mesa Rd., San Ysidro, CA 92175

Grades Offered: 7-8

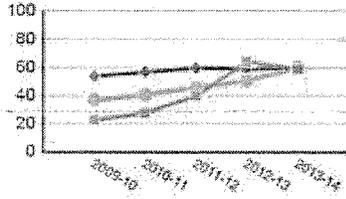
Enrollment: 641

Charter: No

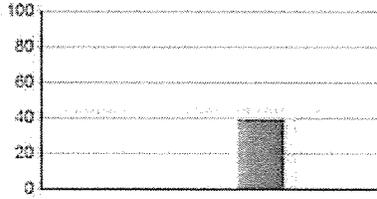
Title I Funded: Yes

CDS Code: 31-60378-6008453

**CST Science Results**  
(percent proficient and above)

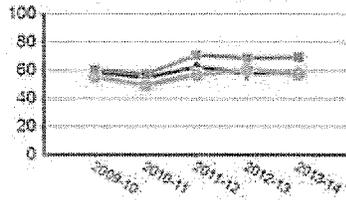


**Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements**

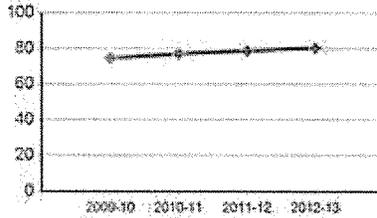


**2012-13 Average SAT Score**  
No Data Available

**Percentage of English Learners Making Progress in Learning English**

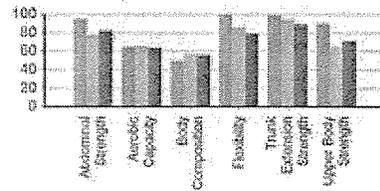


**Cohort Graduation Rate\***



**CAHSEE English-Language Arts Grade 10 Passing Rate**  
No Data Available

**Percentage of Students in the Healthy Fitness Zone in 2012-13**



**2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students**



**CHART LEGEND:**

■ SCHOOL    ● DISTRICT    ◆ STATE

\* Only four years of data are available

CAHSEE: CA High School Exit Examination  
CST: CA Standards Test

School and district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics Grade 10 Passing Rate**  
No Data Available

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b> All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b> All students, including English Learners, will improve annually by a minimum of 5% in English Language Arts and 5% in Math as measured by student results on the California statewide assessment, CAASPP, from Spring 2016.
<b>Data Used to Form this Goal:</b> Data from 2015 CAASPP testing and district-wide grade level assessments from the 2015-2016 school year were used to form school goal #1. Additionally, preliminary CAASPP results from Spring 2016 were used to inform the specific actions referenced here which are necessary to raise academic performance as indicated in goal #1.

**Findings from the Analysis of this Data:**

During the 2015-2016 school year, a district driven curriculum program focused on CAASPP aligned curriculum and assessment was implemented at all school sites including SYMS. At a district professional development event during the summer of 2015, teachers from each grade level met and created a curriculum matrix aligned to the California Common Core Standards for English Language Arts (ELA) and Math. Each teacher-created, grade level matrix included the specific standards to be taught in 5 curriculum units with an emphasis on using the state blueprints, targets, and claims to determine the most heavily emphasized and/or tested standards. Each of the 5 units culminated with a common assessment created by teachers using state released questions and/or item specifications with stems/frames. The data from 2015-2016 assessments is shown below with CAASPP data from 2014-2015 and preliminary CAASPP data from 2015-2016. The percentages shown are the percent of students that are meeting and/or exceeding performance goals.

District CAASPP Aligned Assessments and CAASPP Results  
SYMS ELA SCHOOL-WIDE

Grade	CAASPP 2014-15	CAASPP 2015-2016	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7th	38%	31% (-7%)	17%	44%	8%	14%	13%
8th	37%	31% (-6%)	13%	22%	6%	44%	56%

District CAASPP Aligned Assessments and CAASPP Results  
SYMS MATH SCHOOL-WIDE

Grade	CAASPP 2014-15	CAASPP 2015-2016	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7th	14%	19% (+5%)	8%	13%	42%	18%	10%
8th	12%	14% (+2%)	21%	18%	23%	23%	38%

District CAASPP Aligned Assessments and CAASPP Results  
SYMS ELA for English Learners

Grade	CAASPP 2014-15	CAASPP 2015-2016	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7th	38% (school)	Not available	0%	33%	2%	6%	2%
8th	37% (school)	Not available	22%	7%	1%	31%	49%

District CAASPP Aligned Assessments and CAASPP Results  
SYMS Math for English Learners

Grade	CAASPP 2014-15	CAASPP 2015-2016	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7th	14% (school)	Not available	x	13%	29%	8%	2%
8th	12% (school)	Not available	x	5%	7%	11%	15%

District CAASPP Aligned Assessments and CAASPP Results  
SYMS ELA for Students with disabilities

Grade	CAASPP 2014-15	CAASPP 2015-2016	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7th	38% (school)	Not available	0%	10%	9%	9%	2%
8th	37% (school)	Not available	25%	9%	0%	x	44%

\*Student with disabilities may take exams other than the CAASPP as indicated by their individualized education plans\*

District CAASPP Aligned Assessments and CAASPP Results

**How the School will Evaluate the Progress of this Goal:**

The following data will be used during the 2016-2017 school year to evaluate improvement in achievement in ELA and Math:  
 2015-2016 CAASPP results (student placement and monitoring growth)  
 2015-2016 CAA, CMA results (student placement and monitoring growth)  
 2015-2016 CELDT results (student placement and monitoring growth)  
 2015-2016 and 2016-2017 District Formative Assessments (monitor growth and plan instruction/intervention)  
 Accelerated Reader and Accelerated Math Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Structural and/or Scheduling Changes  A. Master Schedule <ul style="list-style-type: none"> <li>- Heterogeneous groupings in courses</li> <li>- Addition of electives to increase opportunities for students to explore and develop skills (AVID, PLTW, Music, Journalism, Spanish, ASB, Journalism/Yearbook, Technology/Genius Bar)</li> <li>- English Learners de-tracked and provided ELD focused on pre/post teaching of ELA standards</li> <li>- Students with disabilities placed in least restrictive environments with supports</li> </ul> B. Instructional Day <ul style="list-style-type: none"> <li>- Change to one common lunch</li> <li>- Change daily 15 min Advisory Period to bi-weekly 30 min Advisory Period with Accelerated Reader program.</li> </ul>	March - July 2016	Site Administration	Changes to structural components of the school schedule and day to be able improve student access to curriculum and support.  Teacher Salaries for Core and Elective Courses  Accelerated Reader (used by all students during Advisory Period)	1000-1999: Certificated Personnel Salaries  5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	District Funded  District Funded  Title I	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2 Student Intervention</p> <p>A. Support Classes</p> <p>1. Student Placement Targeted placement of students in support class based on data from CAASPP and district formative assessments ("strategic" scoring 50-65%)</p> <p>2. Curriculum Support class curriculum will include:</p> <ul style="list-style-type: none"> <li>-pre/post teaching of a student's current grade curriculum</li> <li>-use of the previous years curriculum matrix and assessments to create and track student growth</li> <li>-Accelerated Math Program</li> <li>-Achieve 3000</li> <li>-Supplemental materials to promote literacy for our low level readers</li> </ul> <p>B. AVID The AVID program includes an emphasis on providing tutoring with AVID trained tutors who are local college students. These class tutoring opportunities or "tutorials" include tutor facilitated sessions where small groups of students group together by content area and engage in the peer tutoring protocol.</p> <p>C. Study Skills (students with disabilities) This course is specific to students with disabilities. Students in this</p>	July 2016 - June 2017	Site Administration Support Class Teachers	<p>Students need specific opportunities for intervention to be re-taught standards and re-assessed for growth toward meeting performance expectations.</p> <p>Support classes are taught in place of an elective and part of a teachers FTE.</p> <p>Accelerated Reader Accelerated Math</p> <p>AVID College Tutors 2-3 tutors per class X 4 classes</p> <p>Study Skills class materials Stephen Covey 7 Habits of Highly Effective Teens Book and workbook 50 books (\$9.00) 50 workbooks (\$5.00) \$450.00 + \$250.00 = \$700.00</p> <p>Achieve 3000</p> <p>Classroom library</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>700.00</p> <p>20,000.00</p> <p>568.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
elective course will work with a credentialed Education Specialist to receive support with organizing their workload, completing assignments, receiving tutoring, etc.						
<p>D. Before/After School Intervention</p> <p>1. Student Placement Targeted placement of students in before/after school intervention based on data from CAASPP and district formative assessments ("intensive" scoring below 50%).</p> <p>2. Curriculum Before/After School Intervention class will include assessment to determine gaps in instruction with subsequent teaching designed to fill student gaps and misunderstanding.</p>	August 2016 - May 2017	Site Administration Intervention Teachers	<p>Students with instructional gaps will need individualized support to fill gaps and correct misunderstandings.</p> <p>Estimated: 4 intervention classes 4 teachers paid at student contact rate of \$40.00/hour</p> <p>1 hour/day \$ 40.00 2 days/week \$ 80.00 2-3 weeks/month \$160 - 240.00 9 months \$1440 - 2160 x 4 teachers \$5760 - 8640</p> <p>STRS 0.1073 MEDI 0.0145 SUI 0.0005 W/C 0.0267</p>	1000-1999: Certificated Personnel Salaries	Title I	7,000.00
				3000-3999: Employee Benefits	Title I	1,043.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 Collaboration</p> <p>A. Professional Learning Communities (PLC)</p> <p>Teachers will collaborate in PLC groups to discuss curriculum matrices, student data, lesson design, and best practices for instruction. Designated PLC occurs:</p> <ul style="list-style-type: none"> <li>-As assigned by principal as designated on the certificated calendar (pre-service professional development days and principal directed common core implementation sessions on minimum days)</li> <li>-Once per month following the certificated calendar</li> <li>-Six times per year following Data Reflection Sessions</li> </ul>	July 2016 - June 2017	Site Administration Instructional Lead/TOSA Teachers	PLCs meet during contractual time delineated in the certificated calendar.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B. Special Education (Co-Teachers)</p> <p>In 2016-2017 the master schedule will include Math and ELA "co-teach" sections for students with disabilities. Teachers who will be co-teaching for the first time will need to have additional opportunities for planning and collaboration.</p> <p>Collaborative time will occur every other week throughout the 2016-2017 school year. Co-teaching partnerships will have 1/2 day to plan together.</p> <p>Co-teachers and Collab partners will also be given additional time each month on minimum days designated as principal directed common core implementation days in the certificated calendar.</p>	July 2016- June 2017	Site Administration Teachers in co-teaching partnerships	<p>Co-teachers need time for planning instruction and support for all students assigned to co-teaching sections.</p> <p>Co-teach ELA and Math Grade 7 Co-teach ELA and Math Grade 8 (8 substitutes)</p> <p>18 sessions (2/month)</p> <p>18 x 8 substitutes = 144 x 71.50 (1/2 day sub rate) = \$10,360.42</p> <p>667.52 Benefits= 12.00 12x18=\$216.00</p>	1000-1999: Certificated Personnel Salaries	Title I	10360.00
						216.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 Professional Development</p> <p>A. New teachers</p> <p>More than half of the staff or 10 teachers at SYMS are within their first 3 years of teaching. New teachers tend to struggle with classroom management in addition to adjusting to lesson planning and delivery. During the 2016-2017 school year, a bi-monthly opportunity will provide new teachers with site designed trainings to support them with management, planning, and lesson delivery. These optional trainings will be held after school for an hour and paid at the non-student contact rate of \$35/hour.</p>	July 2016 - July 2017	Site Administration Instructional Lead/TOSA New teachers	<p>Optional(paid) trainings will be held after-school to provide new teachers support with classroom management, lesson planning, and content delivery.</p> <p>8 months x 2 sessions = 16 16 x 8 teachers = 128 128x 35 rate = \$4480.00</p> <p>STRS 0.1073 MEDI 0.0145 SUI 0.0005 W/C 0.0267</p> <p>Supplies: \$250.00 New Teacher Guides (copies) Textbook Class Management Items/Supplies</p>	1000-1999: Certificated Personnel Salaries	Title I	4,480.00
				3000-3999: Employee Benefits	Title I	668.00
				4000-4999: Books And Supplies	Title I	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B. School-wide Certificated Staff</p> <p>1. SYSD Summer Institute</p> <p>During the summer of 2016, all district teachers will be paid to participate in a week long professional development program to emphasize the following:</p> <ul style="list-style-type: none"> <li>• - Instruction with English Language Learners</li> <li>• - "Golden Ticket" or lesson design</li> <li>• - Interactive Notebooking</li> </ul> <p>2. Data Reflection and Planning Sessions</p> <p>On six occasions throughout the 2016-2017 school year, all teachers will participate in TOSA and administration led sessions to analyze student data from the district common assessments. The sessions will also include additional time to plan collaboratively.</p> <p>3. Administration -- Power Clinics</p> <p>During the monthly Power Clinics SYMS administrators will receive training to support them as Instructional Leaders. During the 2016-2017 school year, trainings will be centered on classroom walkthroughs and developing a common understanding and language to be able to collect evidence of teaching and learning, as well as to provide appropriate feedback and</p>	May 2016 - June 2017	Site Administration Instructional Lead/TOSA Teachers	<p>Professional development will be provided by a district contracted consultant for all teachers regarding sound instructional practices, as well as student data reflection and collaborative planning.</p> <p>Teachers participating in SYSD Summer Institute will be paid at a rate of \$200/day.</p> <p>Data Reflection and Planning Sessions will occur during contractual time and substitute teachers will be contracted to cover classroom teachers. (6 sessions)</p> <p>Administration Power Clinics will be conducted by a district contracted consultant.</p> <p>PTLW and AVID professional development will be provided during Summer 2016.</p>	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support for teachers. Additionally, the power clinics will provide "pre-training" of the professional development which will be provided to teachers in the SYSD Summer Institute and Data Reflection/Planning Sessions.</p> <p>4. Elective Course Professional Development</p> <p>Project Lead the Way: This computer science course gives students an opportunity to learn to write code and create applications that use the code. The teacher is required to complete an online core training course from the PLTW Learning Management System (LMS) and attend a summer PLTW training session at San Diego State University (2 weeks) to teach the course.</p> <p>AVID: AVID teachers will attend the AVID Summer Institute as a site team to learn the AVID model which includes specific strategies such as Cornell Note taking and AVID tutoring.</p>						
<p>1.5 Staff to Support and Raise Student Achievement</p> <p>A. IMRA: Instructional Media Resource Assistant</p> <p>The site level IMRA provides intervention support for struggling students and English Learners. The IMRA will meet with small student</p>	July 2016 - June 2017	Site Administration IMRA Instructional Lead/TOSA	<p>IMRA (classified position) provides site level support for students to improve academic achievement.</p> <p>PERS Contribution</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p>	<p>20,511.00</p> <p>2847.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>groups during advisory periods and in ELA courses to provide support with reading.</p> <p>B. Instructional Lead/TOSA</p> <p>The Instructional Lead/TOSA will provide guidance for and facilitate site level Data Reflection and Planning Sessions, modify district curriculum matrices and assessments, coach/mentor site level teachers, model and co-teach lessons, and assist with the planning and execution of student assessment including district common assessments, CELDT and CAASPP testing.</p>			OASDI	3000-3999: Employee Benefits	Title I	1272.00
			MEDI	3000-3999: Employee Benefits	Title I	297.00
			H&W	3000-3999: Employee Benefits	Title I	4500.00
			SUI	3000-3999: Employee Benefits	Title I	10.00
			W/C	3000-3999: Employee Benefits	Title I	548.00
			Instructional Lead/TOSA provides site level support for teachers with instruction, assessment, and data analysis to improve student achievement as well as assists with high stakes testing.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.6 Instructional Supplies</p> <p>Purchase of classroom instruction items to support school-wide focus of "student engagement" and to provide instruction, intervention, and/or enrichment for students in the classroom.</p>	July 2016 - April 2017	Site Administration Department Chairs	<p>Purchase instructional materials to support student engagement, academic interventions and enrichment in numeracy and literacy.</p> <p>English \$500.00            ELD \$500.00            Math \$500.00            Science \$650.00            Social Science \$500.00            PE \$500.00            SPED \$500.00            Electives            Art \$250.00            PLTW \$250.00            Music \$250.00            Spanish \$250.00</p>	4000-4999: Books And Supplies	Title I	4650.00
<p>1.7 Monitoring and Reporting Student Progress</p> <p>SYMS will use a number of computer programs to store student assessment data for analysis. Programs used by the school include:</p> <p>Synergy: Student information system, master scheduler, grading, student and parent portal for online monitoring</p> <p>OARS: Assessment System, State and District Assessment Data (CAASPP, CELDT, etc.)</p> <p>Renaissance Learning: Accelerated Reader and Math used in</p>	June 2016 - July 2017	Site Administration Instructional Lead/TOSA	<p>Computer programs to create, store, and analysis student data for instruction, support, and to measure growth.</p>	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
intervention settings with content, assessments, and the stored data from them.						
<p>1.8 Science Fair and STEAM Showcase</p> <p>This winter event will allow students to demonstrate their participation in STEAM education by displaying their Science Fair results and/or VAPA projects. Participation in the SYMS Science Fair will give students an opportunity to gain proficiency in English and Math standards as they conduct experiments, analyze results, and share their findings.</p>	February 2017	Site Administration Science Teachers VAPA Elective Teachers	<p>Science Fair allows students the opportunity to gain proficiency in English and Math standards as they conduct experiments, analyze results, and share their findings.</p> <p>Science Fair Materials \$1,000.00</p>	4000-4999: Books And Supplies	Title I	1,000.00

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b> All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b> San Ysidro Middle School will promote a positive school environment where students feel safe to build relationships and develop a connection to the school community.
<b>Data Used to Form this Goal:</b> Behavior Data (referrals, suspension and expulsion rates), anecdotal observations of student behavior, Frequency and type of accident reports, attendance reports, counseling referrals for support services, safety drill observations, bullying reports, student and staff surveys, health office referrals, and the FIT form (facilities).

**Findings from the Analysis of this Data:**

SYMS has a well developed Site Safety Plan written and revised annually by the SYMS Safety Committee. The plan was approved by the SSC and adopted by the San Ysidro Governing Board. Regular safety drills (fire, lockdown, and evacuation) are conducted and procedures are in place for a student release.

Campus facilities are in good working condition. Improvements are scheduled for the site in 2016-2017.

Data regarding the behavior of students in classes and throughout common areas indicates that students are referred and suspended in higher numbers. Staff reports that students are disrespectful to one another and to adults, specifically to substitute teachers. There have been a number of substitute teachers this year due to maternity leaves, a staff member on administrative leave, and the increase of teacher pullouts for Data Reflection and Planning Sessions.

During CAASPP testing at SYMS, the lunch schedule needed to be changed to one common 7/8th grade lunch. This will continue during the 2016-2017 school year so some procedural items need to be put in place to address issues that have been visible during the current "trial period". Changes in supervision, establishing line protocol, and eliminating running and/or "line cutting" will be needed to deal with a common lunch.

The 2015-2016 SPSA indicated the need to create specific procedures for office referrals. Staff report that there is some confusion regarding this process. During the 2016-2017 school year, discipline processes and procedures need to be clearly communicated and consistent for administration, staff, and students.

There have also been an increase in the number of fights that have occurred just outside of campus at the end of the school day at the Trolley Station or local convenience store. Students report to counseling staff that they are experiencing bullying. Parents also report that they are concerned about students and their relationships with peers.

The after-school program transitioned in 2015-2016 to a new provider. The provider will change again in 2016-2017. SYMS site administration will need to emphasize site goals with the new provider with the hopes that this collaboration will help to promote student engagement beyond the school day.

During 2015-2016 the school introduced more frequent recognition of student achievement and attendance. This has been met with favorable results and will continue in 2016-2017.

Students report their appreciation of ASB activities and events and feel that these help to build a positive school climate and culture.

**How the School will Evaluate the Progress of this Goal:**

SYMS will continue to use behavior data (referrals, suspension and expulsion rates), anecdotal observations of student behavior, Frequency and type of accident reports, attendance reports, counseling referrals for support services, safety drill observations, bullying reports, student and staff surveys, health office referrals, and the FIT form (facilities).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Student Attendance  There is an obvious correlation between student attendance and academic achievement. SYMS will emphasize the importance of	July 2016 - June 2017	Site Administration Outreach Consultant ASB Advisor Assigned Staff	Student attendance will be encouraged through the use of incentives, monitoring, and intervention.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>attendance, monitor attendance, and provide support for students with poor attendance.</p> <p>A. Attendance Incentives</p> <p>SYMS students will be recognized and rewarded for their attendance at school in the following ways:</p> <ul style="list-style-type: none"> <li>- Recognition at award ceremonies held at progress reporting times and the end of the year.</li> <li>- Included as participants at ASB sponsored reward activities such as ice cream socials, pizza parties, etc.</li> <li>- Receive school incentives and rewards such as first in line passes, free dress coupons, and ASB snack store coupons.</li> </ul> <p>B. Attendance Monitoring and Intervention</p> <p>SYMS student attendance will be monitored regularly by site administration and the Outreach Consultant. The following interventions will be provided for students with poor attendance:</p> <ul style="list-style-type: none"> <li>- SYSD Attendance Truancy Procedures including School Attendance Review Team (SART) and School Attendance Review Board (SARB)</li> <li>- Saturday Academy attendance recovery</li> </ul>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Student Accountability</p> <p>Expectations for students regarding school rules, policies, and procedures will be communicated and enforced in a consistent manner.</p> <p>A. Communication of Expectations</p> <p>All students must know the school expectations so that a positive, safe school climate can exist. Students can succeed in an appropriate learning environment when expectations are understood and accountability for meeting these expectations is consistent. Communication of expectations will be a focus at the beginning of the school year and will continue throughout the school year. The following are means and methods of communication of student expectations:</p> <ul style="list-style-type: none"> <li>• -Posting of School Expectations on school website and social media sites.</li> <li>• -Marketing of expectations on school campus Posters, Banners, etc.</li> <li>• -Published Student Handbooks</li> <li>• -Student Expectations Assemblies</li> <li>• - Parent Meetings</li> <li>• - Student created media announcements</li> </ul>	July 2016 - June 2017	Site Administration All Staff	Student expectations will be communicated clearly and regularly with consistent consequences so that the school culture and environment will be conducive for student learning and development.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B. Discipline Referral Process</p> <p>The discipline referral process will be re-designed to be consistent school-wide. The referral process will be communicated to staff in the staff handbook and discussed during pre-service days at the beginning of the school year. The referral process will be communicated to students using all the means and methods listed above.</p>						
<p>2.3 Student Engagement</p> <p>Students need to feel connected to the school culture. This connection occurs when students are able to be academically successful, have meaningful relationships with peers and adults, and have opportunities to participate in school programs. The following programs, activities, and/or initiatives give students opportunities to feel connected at school:</p> <p>A. Associated Student Body: This student organization is focused on creating school involvement with activities or programs such as spirit weeks, lunch time activities, school dances, student performance incentives, red ribbon and anti-bullying weeks, school spirit shirts, etc. The ASB raises its own funds through sales at the student store and fundraising.</p>	July 2016 - June 2017	Site Administration ASB Advisor Genius Bar Advisor Club Advisors	<p>Student engagement or connectedness occurs when students are able to participate in programs and activities at school.</p> <p>Genius Bar Supplies: 4000-4999: Books Title I Materials, books, and/or And Supplies</p> <p>supplies that support students in literacy in order to create media announcements, develop writing skills, develop and improve interviewing skills, etc. \$500.00</p>			500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B. Genius Bar: This student organization is focused on creating a technology focus at SYMS. The Genius Bar students create all student announcements and service addresses in various media formats.</p> <p>C. Student Clubs: There are many student clubs on SYMS campus. These clubs are facilitated by SYMS teachers and are able to fundraise through the ASB.</p>						
<p>2.4 After-School Program (ASES)</p> <p>SYMS students can participate in the before and after-school program provided by Think Together. THINK Together's daily comprehensive middle school program consist of 5 spotlights that include ELA, Math, STEM, Youth Development, and Arts &amp; Enrichment.</p> <p>THINK Together's standards-based curriculum intentionally aligns, engages and reinforces learning concepts taught during the core day instruction which in turn, positively impacts student achievement.</p> <p>Students receive a healthy snack before participating in a rotation of structured activities. Students can also receive homework assistance in small groups or individually.</p>	July 2016- June 2017	Site Administration	Students participate in a before/after program that is engaging while also boosting academic achievement.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.5 Athletics</p> <p>Participation in a sports program is one of the best ways to keep students involved and interested in school. SYMS students are able to participate in competitive team sports through a partnership with Sweetwater Union High School District. San Ysidro Middle School Athletic Teams will compete against other teams from local middle schools.</p>	July 2016 - June 2017	Site Administrator School Coaches	Student participation in competitive team sports is an effective means of building student involvement and interest in school.	5000-5999: Services And Other Operating Expenditures	District Funded	
<p>2.6 Saturday Academy</p> <p>Saturday Academy has a two-fold purpose:</p> <p>1) Students have the opportunity to receive intervention services in ELA and Math from credentialed teachers.</p> <p>2) Students have the opportunity to recover classroom seat hours lost due to excessive absences.</p> <p>Saturday Academy is held on calendared dates found on the school calendar. Saturday Academy is from 8 am - 12 pm and includes a nutritional snack.</p>	August 2016 - March 2017	Site administration Assigned Teachers	Saturday Academy is an opportunity for students to receive additional academic support in ELA and Math while also recovering school attendance.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.7 Zeros Are Not Permitted Program -- ZAP</p> <p>ZAP stands for "Zeros aren't Permitted." ZAP is an intervention which provides students with an opportunity to complete missing classwork and assignments in a quiet environment, during the first part of their regular lunch period. ZAP is designed to ensure that students complete their work with support from a teacher. This helps students be academically successful.</p>	August 2016 - June 2017	Site Administration Teachers Assigned ZAP Leader	<p>ZAP is a program for students who are struggling to complete classwork and assignments. Students who attend ZAP can complete work with the assistance of a credentialed teacher. This intervention strategy supports students by raising academic achievement.</p> <p>ZAP class is held 3 days a week during the school year. Teacher is paid at the student contact rate of \$40.00</p> <p>36 weeks x 3 days/week = 108 \$40 x 108 = \$4,320.00</p> <p>STRS 0.1073 MEDI 0.0145 SUI 0.0005 W/C 0.0267</p>	1000-1999: Certificated Personnel Salaries	Title I	<p>4,320.00</p> <p>644.00</p>
<p>2.8 Campus Security</p> <p>SYMS Campus will have a full time campus security supervisor who will provide student supervision throughout the school day. Campus Security will supervise common areas during lunch and passing period, as well as provide supervision of</p>	July 2016 - June 2017	Site Administration Campus Security	<p>A trained campus security employee provides constant supervision at the school site and creates confidence that the campus is safe and secure.</p>	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students just outside of campus before and after school. The presence of this supervision gives students and staff confidence that the campus is safe and secure. The Campus Security is trained in compliance with SB 1626.						
<p>2.9 Lunch Intervention</p> <p>Lunch intervention is held daily. Students are assigned to lunch intervention as a consequence for not following school rules, policies, or procedures. During intervention, students will be supervised and taught by a credentialed teacher. The teacher will provide lesson on communication, behavior modification, use to time, and/or working well with others. Common reasons for assignment to Lunch Intervention include:</p> <ul style="list-style-type: none"> <li>- Discipline Referral</li> <li>- Defiance in school common areas</li> </ul>	August 2016 - 2017	Site Administration Certificated Teacher	<p>Lunch intervention is assigned to students as a consequence for not following school rules, policies, or procedures. Students learn and practice accountability when consequences are clearly communicated and consistently applied. The intervention will allow students to work with a credentialed teacher to modify behaviors to improve academic and social success.</p> <p>36 weeks x 3 days/week = 108 \$40 x 108 = \$4,320.00</p> <p>STRS 0.1073 MEDI 0.0145 SUI 0.0005 W/C 0.0267</p>	1000-1999: Certificated Personnel Salaries	Title I	4,320.00
				3000-3999: Employee Benefits	Title I	644.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.10 Anti-bullying focus</p> <p>Students should feel safe and comfortable attending school everyday. A school-wide Bullying Prevention Program demonstrates a commitment preventing bullying. The goals for the SYMS Bullying Prevention Program are:</p> <ul style="list-style-type: none"> <li>-To reduce existing bullying problems among students</li> <li>-To prevent the development of new bullying problems</li> <li>-To achieve better peer relations at school</li> </ul> <p>A. Bully Reporting</p> <p>SYMS will establish a method for students to anonymously report bullying to SYMS staff.</p> <p>B. Student Bullying Reflection Activities</p> <p>Lunch time activities will allow students to reflect on the theme "Don't Bully Me Because...."</p> <p>C. Student Motivation and Bullying Prevention Assembly</p> <p>A media presentation across three large media screens sends a message to students in a format that is engaging for them in the digital age. The student message is centered on the theme of You Can as a spook on You Tube.</p>	July 2016 - June 2017	Site Administration School Counselor Outreach Consultant Teachers Assigned Staff	<p>Students should feel safe and comfortable attending school. A school-wide bullying prevention program demonstrates a school commitment to student safety, well-being, and sense of belonging.</p> <p>Bully Reporting Hotline</p> <p>Student Bullying Reflection Activities</p> <p>Supplies: \$976.00</p> <p>Bullying Prevention and Student Motivation Assembly</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>3,000.00</p> <p>976.00</p> <p>5,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>"You Can do more harm to yourself and others more quickly than ever before, OR You Can use the same things to help and heal."</p> <p>These topics are covered in the presentation:</p> <ul style="list-style-type: none"> <li>-Using the Internet and Social Media in Positive Ways</li> <li>-Overcoming Obstacles to Happiness</li> <li>-Drunk Driving</li> <li>-Revealing Character</li> <li>-Responding to Bullying</li> </ul>						
<p>2.11 Student Recognition</p> <p>Students who are recognized for their accomplishments are likely to repeat this behavior. SYMS will recognize students for their accomplishments in scholarship, citizenship, and attendance at calendared award ceremonies 4 x year.</p> <p>Students will also be recognized for improvement at two events (1/semester).</p>	August 2016- July 2017	Site Administration Counselor Outreach Consultant	<p>Recognition of students for academic performance, academic improvement, good attendance, and model citizenship.</p> <p>Students will be given donated prizes and/or gifts at these recognition events.</p>			

**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b>
Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b>
Create collaborative partnerships with families to promote meaningful involvement in the learning and development of their children.
<b>Data Used to Form this Goal:</b>
Survey data, sign-in rosters from SYMS school meetings, sign-in rosters from site advisory committees, log-in data from Synergy Parent Portal, log-in and frequency data from SYMS Website, attendance counts at school sponsored events
<b>Findings from the Analysis of this Data:</b>
<p>San Ysidro Middle School is operating with limited involvement of the families of the students we serve. While SYMS families attend large school-wide events, attendance seems to be limited to those parents whose students are directly involved in the event such as playing in a music concert. Attendance at these large events also fluctuates with incentives the student receives for attending with a parent such as extra credit or a free dress coupon. Contrarily, parent attendance at 2015-2016 informational and/or advisory council meetings such as Coffee with the Principal, ELAC and SSC was poor. In addition, the attendees at these meetings were largely the same 4-5 parents that also supported the school as volunteers.</p> <p>SYMS has a pivotal opportunity to establish partnerships with parents to promote meaningful involvement at the school. Comments from surveyed parents and from anecdotal data suggest that parents do not believe they are welcomed to campus and that there are few opportunities for them to participate. Additionally, parents commented that they desire opportunities that extend beyond merely volunteering at events. Parents stated they are concerned about how to support their students in middle school and through their adolescence.</p> <p>The school is also further informed by comments from district sponsored stakeholder meetings to discuss the impending district reconfiguration which will occur in 2017-2018. The district reconfiguration will change all existing elementary schools to TK/K - 6th grade. Students in elementary schools in the 7th and 8th grade will move to SYMS or to a second middle school which will be opened. Feedback from parents at the meeting including a fear that there the SYMS campus environment is declining. Parents perception is that the SYMS campus includes a lack of student discipline, student issues with bullying and fighting, and or the presence of drugs. These parents have expressed their disapproval of the plan to move their students to SYMS.</p> <p>For SYMS, the 2016-2017 school year will be an opportunity to communicate to parents and the community at large all the great things about our school. A deliberate plan to improve the "message" that our school is sending includes increasing opportunities for parent involvement, improvement in the frequency and type of messages that are communicated to parents about our school, and increasing opportunities for parents to become more educated about how to appropriately support their children in their personal learning and development.</p>

**How the School will Evaluate the Progress of this Goal:**

SYMS will continue to use data from surveys, sign-in rosters, log-in use from the website and parent portal, and attendance at school events and NEW parent programs introduced in 2016-2017. Additionally, parent participant feedback forms will be introduced with specific programs to further inform about the effectiveness, perception of value, and potential changes or improvements for these programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Parent Communication</p> <p>Communication with parents through a variety of resources will be deliberate and focused during the 2016-2017 school year.</p> <ul style="list-style-type: none"> <li>- Synergy Parent Portal: The SIS system includes an on-line component for parents to receive email communications from the school and/or teachers. Parents can also log in to the system to view the teacher gradebook to check for student completion of work and assessment scores. Additionally, parents can use the system to contact and communicate with teachers.</li> <li>- School Website: SYMS website will be redesigned to be more aesthetically pleasing and user friendly for parents. The site will include all Important information about the school, staff contact information, calendars, links to resources, and more.</li> <li>- School Messenger: This program allows the school to create phone and text messages to communicate important announcements from the school,</li> </ul>	June 2016 - July 2017	Site Administration Site Secretary Site IMRA Site ASB Advisor	<p>Resources will be used to communicate with parents to convey information and involvement opportunities at the school as well as provide information to parents to help them support their children with their learning and development.</p> <p>Synergy Parent Portal SYMS Website School Messenger Social Media Sites</p> <p>☑SYMS Parent Involvement Newsletter (Price of copies/mailing)</p>	5000-5999: Services And Other Operating Expenditures	District Funded	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>particularly in the case of emergencies.</p> <ul style="list-style-type: none"> <li>- Parent Involvement Newsletter/Flyer: This publication will be printed as well as hosted on all other programs and will showcase ongoing opportunities for family involvement, current school on-goings, and educational information regarding effectively support students in school.</li> <li>-Social Media: The school will create and host school accounts on Facebook and Twitter to showcase SYMS and delineate important information for the school.</li> </ul>						
<p>3.2 Parent Advisory Committees</p> <p>Parents will have opportunities to advise and provide input on school programs aimed at improving academic performance, supporting English learners, promoting parent involvement, and creating an appropriate learning environment to engage students.</p> <ul style="list-style-type: none"> <li>- School Site Council (SSC): The SSC meets monthly to address a publically published agenda. The council consists of parents, staff, and students who are elected by their respective peers. SSC meetings are led by the Site Principal with clerical assistance</li> </ul>	June 2016- July 2017	Site Administration Administration Designees Elected Committee Members	District and Site Parent Advisory Committees provide students, parents, staff, and stakeholders opportunities to provide input for all student programs. Some of these committees also vote to approve plans that are further adopted by the Governing Board.  Agendas, flyers, copies delivered to parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>from the Site Secretary. Primary responsibilities of the council include creating and revising the Single Plan for Student Achievement and approving it by vote for adoption by the San Ysidro School District Governing Board. The SSC also approves the site safety plan.</p> <ul style="list-style-type: none"> <li>- English Learners Advisory Committee (ELAC): This committee meets monthly to discuss programs, activities, and initiatives to increase the performance of English Language Learners. The committee is composed of any interested parents and school stakeholders, and is lead by a committee presidency which is elected by the committee membership at large. The ELAC President or designee works with site administration or designee to create an agenda which the president uses to lead ELAC meetings.</li> <li>-School Site Safety Committee: This committee meets according to a committee created calendar to create, evaluate, and revise the school safety plan. The committee consists of appropriate school personnel including site administration, campus security, health clerk, counseling staff, teachers, parents, students, and district</li> </ul>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>representatives. The safety committee submits the safety plan to the SSC for approval and adoption by the Governing Board.</p> <ul style="list-style-type: none"> <li>-District English Learners Advisory Committee (DELAC): DELAC is the district level committee to address programs, activities, and initiatives to increase the performance of English Language Learners at all school sites in the district. The committee consists of one elected parent member from each school site, but all interested parents, and all stakeholders are welcome to attend. This advisory committee has a member elected presidency that creates the agenda with district personnel and leads the monthly committee meetings.</li> <li>- District Parent Advisory Committee This committee calendars meetings to advise the district regarding programs, activities, and initiatives for students. The committee consists of one elected parent member from each school site, but all interested parents and stakeholders are welcome to attend. This advisory committee has a member elected presidency that creates the agenda with district personnel and leads the monthly committee meetings.</li> <li>-Other District committees/meetings</li> </ul>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additionally, there are a number of other opportunities throughout the school year for parents and other stakeholders to provide input on district programs.						
<p>3.3 Parent Workshops</p> <p>PIQE: The goal of this nine-week workshop is to educate, empower, and inspire parents to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education.</p> <p>SYMS Seminar: Parent seminars will be added during the 2016-2017 school year to invite parents to the school to be taught by, to interact, and to become familiar with our teaching and support staff. Seminars will be held on selected dates 3 times each semester and will focus on topics such as: Dealing with the adolescent teen, Helping students to achieve balance, Empowering self-confidence, Academic Success and 21st Century skills, Common Core 101, etc. The seminars will be held at various times such as before/after school or Saturday mornings.</p> <p>Parent Classroom Walkthroughs: Parents will be trained on best practices of instruction and the</p>	August 2016 - June 2017	Site Administration Certificated Teachers	<p>Parent workshops will be available for all families to focus on empowering them to be able to help their children learn and develop. The workshops will be held at different times throughout the year and include opportunities to observe classroom teaching.</p> <p>PIQE: Program is funded by district</p> <p>SYMS Seminar: 2 Seminars/Semester 2-3 teachers/seminar paid at non-student contact rate \$35.00 (4 x 3 x 35 = \$420.00)</p> <p>Teacher Preparation time up to 3 teacher x 3 hrs x \$35 x 2/yr = \$630</p>	5000-5999: Services And Other Operating Expenditures	District Funded	1050.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
walkthrough procedure. They will then participate in several learning walks at the school to get a feel for the challenges and joys of teaching and learning. Parents will be able to observe volunteer teachers in all class content areas.			STRS 0.1073 MEDI 0.0145 SUI 0.0005 W/C 0.0267	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	156.00
			Parent Classroom Walkthroughs: Training materials, copies \$150.00	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150.00
<p>3.14 Parent Involvement (School-wide Activities)</p> <p>SYMS will host a number of events or activities aimed at providing opportunities for students and their families to be at the school together. These include:</p> <p>Summer New Student Orientation (July) Summer School Information/Expectation Meeting (August) Fall Open House (August) Fall Parent Conferences (September) Winter Science Fair/STEAM Showcase (February) Spring Parent Conferences (March) Spring Career Fair and Open House (May)</p> <p>SYMS will also host student performances as part of the VAPA elective program. These will be publicized to families and placed on the school calendar.</p>	July 2016 - June 2017	Site Administration Site Secretary Assigned Staff (by event)	School events, activities, performances, and/or programs that invite students and families to be together at the school.  Copies, mailings/ event	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	609.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Informational meetings such as Coffee with the Principal will be held throughout the 2016-2017 school year. These meetings will be publicized and placed on the school calendar.						
<p>3.5 Family Advocacy and Support</p> <p>Outreach Consultant (OC): The OC will work in SYMS counseling center to assist all families in establishing environments that support their children's academic, emotional and social well-being. The OC will also assist administration with attendance monitoring, SART/SARB process, SST, Saturday School, and student incentives. The OC will also seek out and inform families of community resources. The OC will identify at-risk students and meet with these students and families regularly to provide support.</p> <p>School Counselor: The school counselor will meet with students and parents to provide support for academic and emotional needs. The counselor will identify and meet regularly with students who are struggling academically and will monitor credits earned toward promotion. The counselor will inform families in both formal and informal settings of the middle school promotion requirements, A-G requirements for high school and</p>	June 2016 - July 2017	Site Administration Outreach Consultant School Counselor	<p>Support Staff work with families of all students, and specifically with at-risk students to support them with home environments that promote student success and well-being.</p> <p>Outreach Coordinator (OC)</p> <p>School Counselor</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	District Funded	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
college, and how to prepare for their futures. The counselor will also address emotional concerns, peer relationship issues, and other student related issues and provide information, support, and resources for students and their families.						
<p>3.6 Parent Volunteer Group and Parent Center</p> <p>In 2016-2017, parents will be invited to be help create a SYMS Parent Volunteer Group to participate in the organization and execution of the events described in the previous action steps of this plan. A specific room will be designated for the group to be able to meet and plan to support events. The room will also serve as a place for the site committees to conduct meetings and/or other business.</p>	July 2016 - June 2017	Site Administration Parents Designated Staff	<p>Parents need a place on SYMS campus where they can meet and plan. Additionally, parents need an organized group that can work with school staff to execute the objectives of this action plan.</p> <p>Parent Center Books/Supplies \$500.00 Academic Posters \$500.00 Furniture (existing)</p>	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.7 Parent Surveys and Feedback</p> <p>Parents will be surveyed (using Google Survey) at Fall/Spring Open House and Fall/Spring Parent Conferences. The surveys will include questions regarding opportunities for involvement, communication between site and home, desired education topics, use of current supports, and need for and type of supports desired for families.</p> <p>Each of the parent workshops will also include feedback or evaluation forms to gather information about the effectiveness of the workshop, proposed changes, and/or future workshop topics.</p>	July 2016 - June 2017	Site Administration Outreach Consultant Workshop Presenters	<p>Surveys and feedback forms will be used throughout the school year and workshops and events to gather information about the needs of families and the schools efforts to support and resolve these needs.</p> <p>Feedback forms/Copying \$50.00 Google Survey Free</p>	4000-4999: Books And Supplies	Title I	50.00

**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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in STUDENT ACHIEVEMENT</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development  1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.  1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).  1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).	July 2016-June 2017	Assistant Superintendent of Educational Services	1.1-1.3 Contracted Services  1.1-1.3 Salary/Benefits  1.1-1.3 Salary/Benefits	5000-5999: Services And Other Operating Expenditures  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	Title I  Title II Part A: Improving Teacher Quality  Other	250,000.00  482,000.00  216,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	July 2016-2017	Assistant Superintendent of Educational Services	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00
			1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
		Coordinator of Data, Evaluation and Assessment	1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
			1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00
		Coordinator of Federal and State Programs	1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	
			1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base	
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00
			1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing</p> <p>1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators.</p> <p>1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM.</p> <p>1.18 Continue to provide class size reduction in grades K-3.</p>	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	30,512,000.00
			1.17 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,000.00
			1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic Services and Safety  2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.  2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.  2.3 Review and revise safety plans for district and site needs.  2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.	July 2016-June 2017	Deputy Superintendent  Assistant Superintendent of Educational Services	2.1 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000,000.00
			2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Climate and Student Engagement</p> <p>2.5 Provide professional development for district and site staff to a support positive academic school environment.</p> <p>2.6 Continue support of ASB at the middle school.</p> <p>2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.</p> <p>2.8 Continue to implement an attendance recovery program for grades 7 and 8.</p> <p>2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.</p> <p>2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.</p> <p>2.11 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress.</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
		Director of Human Resources	2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
		Coordinator of Child Welfare, Attendance, and Family Services	2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
		Coordinator of ASES	2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.			3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.		Student and Family Services Manager	3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.		Coordinator of Federal and State Programs	3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500,000.00
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.			3.6 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	102014.00	0.00
Title I Part A: Parent Involvement	3715.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	102,014.00
Title I Part A: Parent Involvement	3,715.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	31,530.00
2000-2999: Classified Personnel Salaries	20,511.00
3000-3999: Employee Benefits	11,985.00
4000-4999: Books And Supplies	13,703.00
5000-5999: Services And Other Operating Expenditures	28,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	Title I	30,480.00
2000-2999: Classified Personnel Salaries	Title I	20,511.00
3000-3999: Employee Benefits	Title I	11,829.00
4000-4999: Books And Supplies	Title I	11,194.00
5000-5999: Services And Other Operating	Title I	28,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,050.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	156.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,509.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,204.00
Goal 2	18,760.00
Goal 3	3,765.00

## 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:

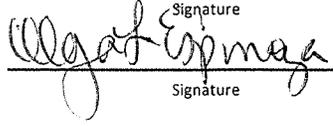
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Roberto Carrillo	X				
Lupita Barrera			X		
Sylvia Armenta			X		
Juan Pedraja		X			
David Alvarado		X			
Maria Preciado		X			
Isabel Baltazar				X	
Olga Espinoza				X	
Rocio Juarez				X	
Yolanda Guerrero				X	
Isabel Solis					X
Jose Uribe					X
Diego Lopez					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>

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**

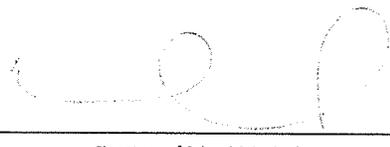
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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
	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 2/14/17.

Attested:

Roberto Carrillo		2/14/17
Typed Name of School Principal	Signature of School Principal	Date
Juan Pedraja		2/14/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide  
**DEPARTMENT:** As Assigned  
**FLSA:** Non-Exempt  
**UPDATED:** April 2016

**REPORTS TO:** Site Principal  
**CLASSIFICATION:** Classified (11 month)  
**SALARY:** Classified Schedule Steps 10-14  
**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

### **KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

# Parental Involvement in Title I for San Ysidro Middle School

## San Ysidro Middle School will:

1. Work with parents to develop a written parental involvement policy that is agreeable to them and describes ways of meeting the following requirements in Title I of NCLB:
  - Notification to parents of the policy in an understandable format and language
  - Periodic updates of the policy to meet the changing needs of parents and the school
2. Hold an annual meeting, at a convenient time, for all parents of participating children. The purposes of this meeting are to:
  - Inform parents of their school's participation in the Title I program.
  - Explain the requirements of Title I.
  - Explain the right of parents to be involved.
3. Offer parental involvement meetings at various times, such as morning or evening. Schools may use Title I funds to pay for transportation, child care, or home visits related to parental involvement.
4. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the school parental involvement policy for all parents and the Single Plan for Student Achievement.
5. Submit parents' comments on the school wide program plan to the LEA if parents do not find the plan to be satisfactory.
6. Provide the following items to the parents of participating students:
  - Timely information about Title I programs
  - A description and explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach
  - Opportunities for regular meetings, if requested by parents, to:
    - Make suggestions
    - Receive timely responses to suggestions
    - Participate, as appropriate, in decisions relating to the education of their children
7. Develop jointly with the parents or caregivers of participating students a school-parent compact that outlines:
  - The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
  - The shared responsibility between the school and parents to help children achieve the statewide academic content standards
  - The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that helps children served under Title I meet the statewide academic content standards
  - The ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their children's classroom; participating, as appropriate, in decisions related to the education of their children and the positive use of their children's extracurricular time
  - The importance of ongoing communication between teachers and parents through (at a minimum):

- Annual parent-teacher conferences in elementary schools, in which the compact shall be discussed in relation to the individual child's achievement
- Frequent reports to parents about their children's progress
- Reasonable access to staff
- Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities

# San Ysidro Middle School

## School- Parent-Student Compact 2016-2017

**By recognizing and accepting our individual roles in the learning process, we can ensure the educational success of every SYMS student.**

- **PRINCIPAL**

- The school will provide a high quality curriculum and high quality instruction in a supportive and effective learning environment
- The school will provide regular communication with parents about the progress of their child at the school
- The school will schedule parent/teacher conferences twice during the school year
- The school will provide a safe and nurturing environment for all students
- The school will communicate with families about the state's academic standards and
- The school's standings regarding academic testing.

- **TEACHER**

- Provides a safe and secure learning environment
- Create a partnership with every family in my class
- Monitor student progress and believe that all children can learn
- Assign work that is relevant and of high interest to students
- Explain expectations and grading system to parents and students

- **PARENTS**

- My child will attend school every day and will be on time
- Let the teacher know if my child has any problems learning
- Help my child see the importance of reading and math in daily life situations
- Limit my child's TV viewing and use of electronic games
- Stay informed about my child's education by promptly reading all notices from the school or district

- **STUDENT**

- Come to school every day on time
- Ask teachers questions when I don't understand something in the lesson
- Follow school rules
- Read 20 minutes each night
- Share what I have learned with my parents

**Al reconocer y aceptar nuestros diferentes responsabilidades referente al proceso de aprendizaje, podremos asegurar el éxito educativo de cada uno de los alumnos de la escuela SYMS .**

- **EL DIRECTOR**

- La escuela proporcionará instrucción y un currículo de alta calidad en un ambiente de aprendizaje solidario y efectivo.
- La escuela proporcionará comunicación constante con los padres sobre el progreso de su hijo en la escuela
- La escuela programará conferencias entre padres/maestros dos veces durante el año escolar
- La escuela proporcionará un entorno seguro y enriquecedor para todos los estudiantes
- La escuela se comunicará con las familias sobre los estándares académicos del estado y clasificación de la escuela en cuanto a las pruebas del estado

- **LOS MAESTROS**

- Proporcionarán un entorno de aprendizaje seguro
- Crearán una asociación con cada familia de cada estudiante en su clase
- Se encargarán de monitorear el progreso de los estudiantes y una creencia que cada alumno puede aprender
- Enseñarán respetando la creencia que todos los niños pueden aprender
- Asignará trabajos relevantes y de gran interés para el alumno
- Explicarán las expectativas y el sistema de calificaciones a los padres del alumno

- **LOS PADRES**

- Mi hijo/a asistirá a la escuela todos los días y llegará a tiempo
- Le dejaré saber al maestro si mi hijo tiene problemas de aprendizaje
- Ayudar a mi hijo/a entienda la importancia de la lectura y matemáticas en situaciones de la vida diaria
- Limitar el uso de la televisión y juegos electrónicos
- Mantenerme informado sobre la educación de mi hijo, leyendo todos los avisos de la escuela o el distrito

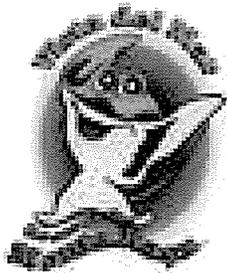
- **EI ALUMNO**

- Venir a la escuela todos los días a tiempo
- Hacer preguntas a los maestros cuando no entiendo algo de la lección
- Seguir las reglas escolares
- Leer 20 minutos cada noche
- Compartir con mis padres lo que he aprendido

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

VISTA DEL MAR ELEMENTARY



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** Vista Del Mar  
**CDS Code:** 37-68379-0125518  
**District:** San Ysidro School District  
**Principal:** Maria C. Rodriguez  
**Revision Date:** February 28, 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:** Maria C. Rodriguez  
**Position:** Principal  
**Phone Number:** 619-661-6753  
**Address:** 4885 Del Sol Blvd.  
San Diego, CA. 92154  
**E-mail Address:** mrodriguez@sysd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on March 9, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	3
Description of Barriers and Related School Goals .....	5
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	14
Quality Snapshot .....	15
Planned Improvements in Student Performance .....	16
School Goal #1.....	16
School Goal #2.....	39
School Goal #3.....	51
Centralized Services for Planned Improvements in Student Performance .....	63
Centralized Service Goal #1.....	63
Centralized Service Goal #2.....	83
Centralized Service Goal #3.....	103
Summary of Expenditures in this Plan.....	123
Total Allocations and Expenditures by Funding Source .....	123
Total Expenditures by Object Type.....	125
Total Expenditures by Object Type and Funding Source .....	127
Total Expenditures by Goal .....	129
School Site Council Membership.....	130
Recommendations and Assurances.....	131

## School Vision and Mission

### Vista Del Mar's Vision and Mission Statements

At Vista Del Mar we are committed to inspiring all learners to achieve academic excellence in a safe and positive environment. Vista Del Mar believes in creating a safe collaborative learning environment that encourages academic rigor and values through cultural diversity.

## School Profile

Vista Del Mar School is located on top of a hill with a breathtaking 180-degree ocean and city view. The faculty and staff are committed to providing the best possible education for every child in a challenging, safe, and nurturing environment. The staff continues to build a tradition of academic excellence. Vista Del Mar serves approximately 550 students in grades K-3. The vast majority of the students are Hispanic (68%).

Our school community is committed to a safe environment that encourages responsibility, innovative thinking, and self-confidence. We accomplish these efforts and embrace our community through unified efforts.

Our belief is that all students can achieve and reach academic achievement. Our school has created a community and our culture allows students to be individuals and unique.

Our pledge to the community of Vista Del Mar is to continue to grow in a positive manner to continue student growth. We define our strengths and continue to reassess our weaknesses to make changes accordingly to ensure student achievement. Our commitment is to tap into a variety of resources that allow us the opportunity to enhance our educational programs.

Students at Vista Del Mar will excel in an environment that is tailored to their evolving needs, and this is due to the belief that we have been able to successfully develop an educational program. These programs celebrate all students ethnic and cultural diversity. We help our students promote and enhance their individuality, intellect, social, and emotional well being.

Vista Del Mar will continue to challenge ourselves to promote positive gains towards the success of our student's future. Our commitment is to come together and put forth all energies to continue working towards that common goal of academic excellence.

### Parent Involvement

On any given day at Vista Del Mar we will have over 20 parent volunteers at our school site. Our parents are involved in the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). The community is very supportive of the well-being of the students at Vista Del Mar.

### Preschool Transition to Kindergarten

To create a seamless transition of students from preschool to kindergarten, the San Ysidro School District operates a Child Development Center (CDC). In May, every preschool classroom visits a Kindergarten class at their future home school. During the visit, preschool and kindergarten students co-mingle and the kindergarten teachers read a story to all students.

In addition, the CDC schedules transition meetings with parents to discuss what to expect as their child makes the transition to kindergarten. For those students deemed to be at-risk, parents are notified and attend a workshop. At the workshop, teachers meet with parents, discuss student progress, and are provided materials to work with students at home. The CDC also coordinates a Kindergarten Readiness workshop for all parents.

For those students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in the transition to kindergarten classes in the San Ysidro School District.

## 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).

Vista Del Mar has conducted several parent and teacher surveys and they indicate that parents want more activities for students afterschool. It also indicates that teachers would like to have a Common Core Curriculum that addresses the standards.

### Classroom Observations

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

Classroom observations will happen weekly throughout the school year. Formal observations will be set by district policy. The findings show that classrooms are implementing all agreements made during our DRS (Data Reflection session) and the shift to common core is well on its way.

### 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)

Vista Del Mar is using district and common assessment to assess student performance. The results are analyzed and discussed amongst staff during Data Reflection Sessions and Professional Learning communities.

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

Vista Del Mar will use data to support students in small group instruction during the school day and for intervention during an extended day. Data has helped teachers guide their instruction and focus on those targeted standards and student need.

### Staffing and Professional Development

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

Human Resources ensures highly qualified teachers are at Vista Del Mar.

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

All Vista Del Mar teachers hold valid California Credentials and participate in on-going professional development that includes district trainings and professional learning communities. The purpose of the professional learning communities is to ensure we share best practices and collaborate on what will be next steps for those students that are not proficient.

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

Teachers at Vista Del Mar participated in a professional development during the summer in creating a grade level matrices for ELA and Math. These matrices were used to create unit tests to assess student performance.

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

Teachers at Vista Del Mar have a designated grade level meeting once a month on minimum days. They also have Professional Learning Communities with the site principal, and the teacher lead to continue to support our teachers in curriculum and instruction. The teacher lead is walking into classrooms and demonstrating lessons on best practices for teachers who need coaching.

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

Teachers at Vista Del Mar collaborate once a month on minimum days and during Professional Learning Communities after each unit test. The District office also supports Data Reflection Sessions after every unit test. They also collaborate during their lunch time and during afterschool prep time to continue working on curriculum alignment and student need.

### Teaching and Learning

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

Teachers at Vista Del Mar will attend a one week training during the summer break to work on curriculum, instruction, and material alignment. A Matrices were developed for ELA and Math that teachers use and Data Reflection Sessions were created to look at areas of need.

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

Vista Del Mar teachers work hard to make sure all students get their minutes of instruction daily in ELA and Math.

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

Teachers at Vista Del Mar follow a district, teacher created matrix with 5 week teaching periods per unit.

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

Teachers at Vista Del Mar use the core curriculum along with supplemental materials in both ELA and Math to expose our students to standard-based instruction.

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)

Vista Del Mar uses State Board of Education adopted materials and standards aligned instructional materials. We also use BrainPop, Raz-kids, Reading A-Z, Renaissance Place, and the SIPPS program as part of our intervention and supplemental material.

### Opportunity and Equal Educational Access

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

Vista Del Mar teachers provide students with multiple opportunities to master concepts. They use the golden ticket concept, "I do, we do, you do" to identify struggling students. They use center work and fun, fast, furious to engage students in Common Core practice and question stems.



## 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	153	153	144	139	143	139	94.1	89.7
All Grades	153	153	144	139	143	139	94.1	89.7

\* 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	2432.0	2453.8	28	37	24	22	22	27	25	14
All Grades	N/A	N/A	28	37	24	22	22	27	25	14

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	22	29	47	47	31	23
All Grades	22	29	47	47	31	23

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	32	37	40	44	28	19
All Grades	32	37	40	44	28	19

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	19	27	62	62	19	11
All Grades	19	27	62	62	19	11

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	27	39	50	49	23	12
All Grades	27	39	50	49	23	12

**Conclusions based on this data:**

1. Vista Del Mar teachers were able to get more than a third of our students at standard exceeded and standard met. We have many students at or near standard that we need to concentrate on moving to above standard. The students that are below standard need to be moved into the at or near standard.
2. Vista Del Mar showed improvement in ELA and have moved many students into standard and above 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	153	153	144	147	144	147	94.1	93.5
All Grades	153	153	144	147	144	147	94.1	93.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2421.3	2462.9	13	31	36	36	24	20	27	13
All Grades	N/A	N/A	13	31	36	36	24	20	27	13

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	28	52	38	32	33	16
All Grades	28	52	38	32	33	16

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	19	29	47	48	34	23
All Grades	19	29	47	48	34	23

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	35	46	44	41	21	12
All Grades	35	46	44	41	21	12

#### Conclusions based on this data:

1. Vista Del Mar teachers need to work on problem solving and modeling data analysis for mathematics.
2. Vista Del Mar showed improvement in Math and have moved many students into standard and above 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		13		11	25	14	56	13	29	33	25	43		25	14
1	9	11	15	35	35	38	37	35	32	9	10	9	11	10	6
2	11	7	26	27	39	36	29	39	25	19	7	6	14	7	8
3	8	8	14	30	18	33	36	37	43	16	17	5	10	20	5
<b>Total</b>	9	9	18	29	30	35	34	36	33	16	12	8	12	13	6

#### Conclusions based on this data:

1. We have many students in the Early Advanced and Intermediate stage and we need to move them to Advanced and get them reclassified.
2. We have seen a big number of students that are moving students into proficiency.

## 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	1	5	2	8	5	7	19	15	19	33	32	24	40	43	48
1	10	10	14	35	32	36	35	31	32	8	8	10	11	18	8
2	11	7	24	26	37	34	28	37	24	20	10	7	15	9	10
3	7	8	12	28	18	30	35	35	42	19	16	6	11	23	10
<b>Total</b>	7	8	13	23	23	27	28	30	30	21	16	11	21	23	19

#### Conclusions based on this data:

1. Proficient levels are increasing and we are moving students to be reclassified.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	199	209	171
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	199	209	171
Number Met	127	125	128
Percent Met	63.8%	59.8%	74.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

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	270	0	272	0	233	0
Number Met	72	--	75	--	87	--
Percent Met	26.7%	--	27.6%	--	37.3%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

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

#### Conclusions based on this data:

1. Students have increased steadily every year but we still need to continue monitoring our students and use best practices in the classroom.
2. Interventions within the classroom need to continue to ensure continued growth.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
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. Vista Del Mar is performing at a higher percentage of students obtaining proficiency as opposed to the district.

# School and Student Performance Data

## Quality Snapshot



### 2013-14 School Quality Snapshot

**Vista Del Mar**  
 San Ysidro Elementary  
 4885 Del Sol Blvd, San Diego, CA 92154

Grades Offered: K - 3  
 Enrollment: 567  
 Charter: No  
 Title I Funded: Yes  
 CDS Code: 37-68379-0125518

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**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
 The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English Language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
 It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

**What are the Smarter Balanced Tests?**  
 The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
 The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
 The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
 Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/col/ass/>

**California's Academic Performance Index (API)**

2013 Growth API	860
Growth from Prior to Current Year	
Met Schoolwide Growth Target	
All Student Groups Met Target	
2013 Growth API State Rank	8
2013 Growth API Similar Schools Rank	9

**API Subgroup Performance - 2013 API Growth**

	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	--	--
Socioeconomically Disadvantaged	--	--
Students with Disabilities	--	--

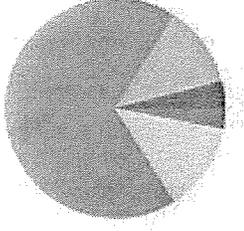
Green = Student group met target  
 Red = Student group did not meet target  
 Grey = Student group is not numerically significant

**CHART LEGEND:**

■ SCHOOL   ■ DISTRICT   ◆ STATE

CDS: County-district school  
 School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

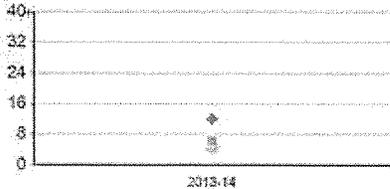
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	48%
Socioeconomically Disadvantaged	51%
Students with Disabilities	7%

**Percentage of Students Redesignated to Fluent-English Proficient**



California Department of Education  
 Report NRS-6 Generated: April 23, 2015

**Tom Torlakson**  
 State Superintendent of Public Instruction

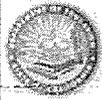
Please visit the following Web page for more information: <http://www.cde.ca.gov/snapshot/>

Page 1

The Single Plan for Student Achievement

14 of 38

3/2/17



### 2013-14 School Quality Snapshot

Vista Del Mar

San Ysidro Elementary

4885 Del Sol Blvd, San Diego, CA 92154

Grades Offered: K - 5

Enrollment: 567

Charter: No

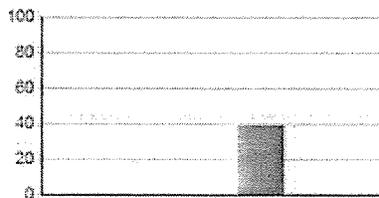
Title I Funded: Yes

SDS Code: 31-60379-0125514

#### CST Science Results (percent proficient and above)

No Data Available

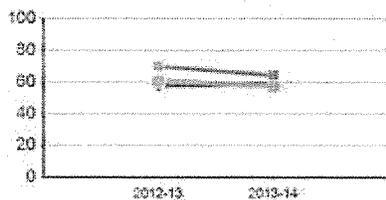
#### Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



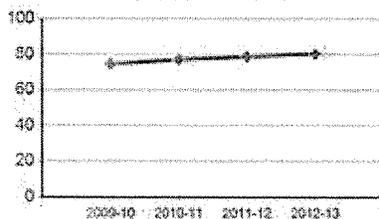
#### 2012-13 Average SAT Score

No Data Available

#### Percentage of English Learners Making Progress in Learning English



#### Cohort Graduation Rate\*



#### CAHSEE English-Language Arts Grade 10 Passing Rate

No Data Available

#### Percentage of Students in the Healthy Fitness Zone in 2012-13

No Data Available

#### 2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students



#### CAHSEE Mathematics Grade 10 Passing Rate

No Data Available

#### CHART LEGEND:

■ SCHOOL    ■ DISTRICT    ◆ STATE

\* Only four years of data are available

CAHSEE: CA High School Exit Examination  
CST: CA Standards Test

School and district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**Planned Improvements in Student Performance**

**School Goal #1**

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b>
Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math), Vista Del Mar Elementary students will show growth through an increase in the percentage of students scoring at the levels of Standards Exceeded and Standards Met on the CCSS in Language Arts and Math, as evidenced by the CAASPP and current grade level formative assessments. Research-based strategies to support the achievement of this goal will include centers, whole group/small group instruction, whole brain research strategies, and supplemental materials for English Learners and Students with Disabilities. (Please refer to the Findings below for further details.)
<b>Data Used to Form this Goal:</b>
The baseline data used to establish this goal was the CAASPP data, unit assessments for math and language arts, and baseline assessment for students. Renaissance STAR reading and STAR math assessments were used to determine student areas of need and improvement.
<b>Findings from the Analysis of this Data:</b>
Based on the CAASPP data for English Language Arts, 52% of students scored at the levels of Standard Met or Standard Exceeded, while 25% of students scored at the level of Standard Not Met. In Math, 49% of students scored at the levels of Standard Met or Standard Exceeded, while 27% of students scored at the level of Standard Not Met. These findings indicate the need for strategic, focused, research-based interventions to ensure students at the levels of Standard Nearly Met or Standard Not Met achieve the level of Standard Met or Standard Exceeded on the state assessment (i.e. CAASPP/SBAC) in the spring.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students have been assessed throughout the school year using district common formative assessments which were created over the summer by teachers at all grade levels. During the data reflection sessions, teachers have analyzed their student data, they found areas of additional improvement, and created lesson plans to support those students in need. Teachers will plan and work together as grade level teams to improve student achievement. Through the PLC process, we will look at all of our students and identify needs and areas of improvement for interventions. In addition, data accumulated from Accelerated Reader will be analyzed to determine student progress in reading. In the spring, students will be assessed on the CAASPP/SBAC. For more information about the CAASPP/SBAC, visit the CDE website at <a href="http://caaspp.cde.ca.gov">http://caaspp.cde.ca.gov</a> .

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. - Vista Del Mar students will reach high standards, in a minimum, attaining proficiency or better in Reading and Language Arts and Math , by 2016-2017 school year.</p> <p>1.a - Students will have common core aligned materials and supplemental material to help them reach this goal.</p> <p>1.b - Attend trainings offered by the SDCOE on Mathematical practices and ELA</p>	August-June 2017	Principal and teachers	a. Purchase Data Reflection Session binders, Professional Learning Communities binders, paper, highlighters, pens, and dividers to organize student data and assess student achievement in the areas of Math and ELA. These binders include matrices, state standards, unit assessment calendars, DRS calendars, curriculum support materials, best practices, data analysis, student data, and classroom goals.	4000-4999: Books And Supplies	Title I	1,182.52
			b. The Outreach Consultant will serve as a liaison between the school, parents, and students with the purpose of monitoring students attendance, achievement, and placement in appropriate student intervention.	2000-2999: Classified Personnel Salaries	District Funded	
			c. Purchase supplemental instructional materials for ELA Ready Common Core.	4000-4999: Books And Supplies	Title I	1,872.00
			d. Purchase supplemental instructional materials for ELA Benchmark ACT	4000-4999: Books And Supplies	Title I	1,872.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			e. Allow teachers to attend SDCOE trainings	1000-1999: Certificated Personnel Salaries	District Funded	
2. Purchase instructional materials such as brain pop, Renaissance Place, Reading A-Z and Raz-kids. Licenses will expire March 2017 so we need to purchase the program at that time. These materials and supplies will provide students with alternative ways of learning the CCCS.	August-June 2017	Principal and teachers	a. Purchase Brain pop and Informational text. b. Purchase Reading A-Z and Raz-kids	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I District Funded	3,999.00
3. Provide research-based intervention for disadvantage students, English Learners, and students with disabilities.	August-June 2017	Principal	a. Teacher pay for the Afterschool Intervention/Enrichment Program b. Provide Guided Planning for teachers using Principal's Exchange	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Title I	8,505.00 6,600.00
4. Benchmark all students in ELA and Math using multiple measures including: STAR Reading, STAR Math, Running Records, Spelling Inventories, sight word assessment, Unit tests, and SBAC Interim Assessment.	August-June 2017	Principal and Teachers	a. Provide substitutes for teachers so they can conduct these assessments.	1000-1999: Certificated Personnel Salaries	District Funded	
5. Provide Scholastic News for all students in K-3 to promote vocabulary acquisition and comprehension using informational text.	August-June 2017	Principal and Teachers	a. Purchase Scholastic News for grades K-3.	4000-4999: Books And Supplies	Title I	3,940.48
6. Instructional Media Aide (IMRA) will support Common Core through the implementation of an incentive based reading program, AR 360, to build/develop student reading skills.	August-June 2017	Principal	a. Review data for student improvement in reading and Math. Provides support to work with students that are ELLs and struggling readers.	2000-2999: Classified Personnel Salaries	Title I	34,218.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			b.Purchase Renaissance Place (AR 360).	4000-4999: Books And Supplies	District Funded	
7. Ensure that high priority students not meeting standards are monitored throughout the school year.	August-June 2017	Principal and teachers	a. Provide substitutes for teachers to attend SST meetings to review and analyze data, and assist in the creation of an academic, socio-emotional, and/or behavioral plan to improve student performance and success at school.	1000-1999: Certificated Personnel Salaries	Title I	1,000.00

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b>
Students at Vista Del Mar will be educated in learning environments that is safe, drug-free, and conducive to learning.
<b>Data Used to Form this Goal:</b>
Attendance Rate, suspension rate, district online survey, focus group data, and expulsion rate
<b>Findings from the Analysis of this Data:</b>
Williams regulations require that school facilities be in good repair. District online survey and focus group data also revealed the need to attend to facilities issues, mostly related to infrastructure. Also, the school configuration design poses facilities challenges to attendance, class size, and number of classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Use attendance Rate, suspension rate, online survey, focus group data, and expulsion rate to evaluate the progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Vista Del Mar will implement a comprehensive attendance plan including SART and SARB process.	August-June 2017	Principal, teachers, and outreach consultant	a. Paper for SARB letters and attendance letters	4000-4999: Books And Supplies	Title I	500.00
2.a. Assemblies and certificates to recognize students. 2. c. Weekly recognition of student by school personnel.	August-June 2017	Principal and teachers	a. Certificates and ribbons for assemblies.	4000-4999: Books And Supplies	Title I	800.00
3. a. Implement Student morning and school climate program for both boys and girls.	August-June 2017	Principal and Outreach Consultant	a. Send Outreach Consultant to District/County seminars to help with monitoring school climate for boys and girls.	2000-2999: Classified Personnel Salaries	District Funded	



**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b> Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b> Vista Del Mar will increase parent participation in school events.
<b>Data Used to Form this Goal:</b> Parent meetings/principal meetings, ELAC, SSC, Back to school, PTA, Open House, Parent conferences sign-in lists.
<b>Findings from the Analysis of this Data:</b> The participation rate for parents is low in attendance for school events.
<b>How the School will Evaluate the Progress of this Goal:</b> Parent meetings/principal meetings, ELAC, SSC, Back to school, PTA, Open House, Parent conferences sign-in lists.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. a. Have orientation meeting in the beginning of the year and for new incoming parents. These meeting will be about school safety, traffic patterns, attendance, and opportunities for parent involvement. b. Develop a consistent format across all grade levels tied to the Student Study Team (SST) process. c. Keep parent contact information accurate in a student information system. d. Outreach consultants will contact hard to reach parents by making	August-June 2017	Principal, PTA, and Outreach Consultant	a. Use flyers to inform parents of school events.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
			b. Use monthly school calendar to inform parents of school events.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
			c. CAFE Conference		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
home visits. e. Use school messenger and marque to inform parents of school events f. Outreach consultant will develop a parent volunteer data base. g. Hold annual Title 1 meeting h. Hold monthly School Site Council meetings i. Hold monthly ELAC (English Learner Advisory Committee) meetings j. Hold monthly PTA meetings						
2. Monthly meeting with the principal.	August-June 2017	Principal	a. Use flyers to inform parent of monthly meetings.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
3. PIQE to be involved in our school.	August-June 2017	Principal	a. Hold meetings with parents.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	5,000.00
			b. Extra duty pay for supervision.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00

**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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in STUDENT ACHIEVEMENT</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development  1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.  1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).  1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).	July 2016-June 2017	Assistant Superintendent of Educational Services	1.1-1.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	250,000.00
			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	482,000.00
			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Other	216,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	July 2016-2017	Assistant Superintendent of Educational Services	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00
			1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
			1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
		Coordinator of Data, Evaluation and Assessment	1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00
			1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	
		Coordinator of Federal and State Programs	1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base	
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00
			1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>Staffing</b> 1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators. 1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM. 1.18 Continue to provide class size reduction in grades K-3.	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	30,512,000.00
			1.17 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,000.00
			1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic Services and Safety  2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.  2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.  2.3 Review and revise safety plans for district and site needs.  2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.	July 2016-June 2017	Deputy Superintendent  Assistant Superintendent of Educational Services	2.1 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000,000.00
			2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Climate and Student Engagement</p> <p>2.5 Provide professional development for district and site staff to a support positive academic school environment.</p> <p>2.6 Continue support of ASB at the middle school.</p> <p>2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.</p> <p>2.8 Continue to implement an attendance recovery program for grades 7 and 8.</p> <p>2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.</p> <p>2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.</p> <p>2.11 Continue to provide a Foster Youth/Homeless Manager to support students and to monitor student progress.</p>	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
		Director of Human Resources	2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
		Coordinator of Child Welfare, Attendance, and Family Services	2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
		Coordinator of ASES	2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00



11/11/17  
11/11/17

**Centralized Services for Planned Improvements in Student Performance**

Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.			3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.		Student and Family Services Manager	3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.			Coordinator of Federal and State Programs	3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.		3.6 Salary/Benefits		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	64489.00	0.00
Title I Part A: Parent Involvement	7000.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	64,489.00
Title I Part A: Parent Involvement	7,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	16,105.00
2000-2999: Classified Personnel Salaries	34,718.00
4000-4999: Books And Supplies	15,666.00
5800: Professional/Consulting Services And Operating	5,000.00

## 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	Title I	16,105.00
2000-2999: Classified Personnel Salaries	Title I	34,218.00
4000-4999: Books And Supplies	Title I	14,166.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,500.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	5,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	63,189.00
<b>Goal 2</b>	1,300.00
<b>Goal 3</b>	7,000.00

## 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
Maria C. Rodriguez	X				
Katina De Leon		X			
Cecilia Villanueva		X			
Daniel Padilla		X			
Nirvana Bustos			X		
Wendy Quach				X	
Guadalupe Corrales				X	
Elena Gelacio				X	
Terry Snyder				X	
Jaqueline Melgar				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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  
*[Handwritten Signature]*  
\_\_\_\_\_  
Signature

X English Learner Advisory Committee

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 February 22, 2017.

Attested:

<u>Maria C. Rodriguez</u>	<i>[Handwritten Signature]</i>	<u>2-28-17</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Wendy Quach</u>	<i>[Handwritten Signature]</i>	<u>2-28-17</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide  
**DEPARTMENT:** As Assigned  
**FLSA:** Non-Exempt  
**UPDATED:** April 2016

**REPORTS TO:** Site Principal  
**CLASSIFICATION:** Classified (11 month)  
**SALARY:** Classified Schedule Steps 10-14  
**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

### **KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

# Parental Involvement in Title I Schools for Vista Del Mar

## Vista Del Mar will:

1. Work with parents to develop a written parental involvement policy that is agreeable to them and describes ways of meeting the following requirements in Title I of NCLB (if a school already has a parental involvement policy that applies to all parents, the school may amend that policy to meet Title I requirements):
  - Notification to parents of the policy in an understandable format and language
  - Periodic updates of the policy to meet the changing needs of parents and the school
2. Hold an annual meeting, at a convenient time, for all parents of participating children. The purposes of this meeting are to:
  - Inform parents of their school's participation in the Title I program.
  - Explain the requirements of Title I.
  - Explain the right of parents to be involved.
3. Offer parental involvement meetings at various times, such as morning or evening. Schools may use Title I funds to pay for transportation, child care, or home visits related to parental involvement.
4. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the school parental involvement policy for all parents and the Single Plan for Student Achievement.
5. Submit parents' comments on the school wide program plan to the LEA if parents do not find the plan to be satisfactory.
6. Provide the following items to the parents of participating students:
  - Timely information about Title I programs
  - A description and explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach
  - Opportunities for regular meetings, if requested by parents, to:
    - Make suggestions
    - Receive timely responses to suggestions
    - Participate, as appropriate, in decisions relating to the education of their children
7. Develop jointly with the parents or caregivers of participating students a school-parent compact that outlines:
  - The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
  - The shared responsibility between the school and parents to help children achieve the statewide academic content standards
  - The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that helps children served under Title I meet the statewide academic content standards
  - The ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their children's classroom; participating, as appropriate, in decisions related to the education of their children and the positive use of their children's extracurricular time
  - The importance of ongoing communication between teachers and parents through (at a minimum):
    - Annual parent-teacher conferences in elementary schools, in which the compact shall be discussed in relation to the individual child's achievement
    - Frequent reports to parents about their children's progress
    - Reasonable access to staff
  - Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities

# VISTA DEL MAR SCHOOL

## SCHOOL-PARENT-STUDENT CONTRACT

By recognizing and accepting our individual roles in the learning process, we can insure the educational success of every Vista Del Mar student.

### PRINCIPAL

- Counsels with parents and students regarding school wide academic and behavior expectations
- Provides guidelines for a safe and positive school environment and school climate
- Consistently and fairly enforces District policy
- Communicates behavior problems/concerns to teachers

### TEACHER

- Provides a safe and secure learning environment
- Enhances the dignity/self-esteem of each student using positive classroom management strategies
- Reinforces appropriate students conduct
- Establishes and enforces classroom rules consistent with school and District policies
- Teaches state standards in core curriculum
- Informs parents of student's academic progress on a weekly basis

### PARENT

- Reviews school rules and regulations with student and encourages students to obey school rules

- Cooperates with teachers and administrators in promoting appropriate student conduct
- Encourages and promotes good study habits
- Requests help from appropriate school personnel in correcting and identifying student problems
- Sends student to school daily (Ed. Code 48200)
- Partakes in district parent education classes whenever possible

**STUDENT**

- Respects self, peers, and adults at all times
- Requests assistance from teachers when needed
- Attends school daily and arrives on time
- Knows/follows school and classroom rules
- Completes all school and homework assignments
- Exhibits a positive attitude at all times
- Engages in positive interactions with peers

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

SAN YSIDRO SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT  
ACHIEVEMENT

WILLOW ELEMENTARY



ITEM: 12 A.2

MARCH 9, 2017

# The Single Plan for Student Achievement

**School:** Willow School  
**CDS Code:** 37683796040430  
**District:** San Ysidro School District  
**Principal:** Manuel Bojorquez  
**Revision Date:** February 24th, 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:** Manuel Bojorquez  
**Position:** Principal  
**Phone Number:** 619-428-2231 Ext 3700  
**Address:** 226 Willow Road  
San Ysidro, California 92173  
**E-mail Address:** mbojorquez@sysd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on March 9, 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 .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data) .....	14
Title III Accountability (District Data).....	15
Quality Snapshot .....	16
Planned Improvements in Student Performance .....	18
School Goal #1.....	18
School Goal #2.....	29
School Goal #3.....	33
Centralized Services for Planned Improvements in Student Performance .....	35
Centralized Service Goal #1.....	35
Centralized Service Goal #2.....	39
Centralized Service Goal #3.....	42
Summary of Expenditures in this Plan.....	44
Total Allocations and Expenditures by Funding Source .....	44
Total Expenditures by Object Type.....	45
Total Expenditures by Object Type and Funding Source .....	46
Total Expenditures by Goal .....	47
School Site Council Membership.....	48
Recommendations and Assurances.....	49

## School Vision and Mission

### Willow School's Vision and Mission Statements

The mission of Willow Elementary is to empower learning through technology and utilize technological tools which provide equitable access, support, and enhances integrated curricular objectives. Staff will provide enriched technological experiences which prepares students for a rapidly changing global technological society. A vision of Learning Through Technology.

## School Profile

Willow School is one of seven elementary and middle schools within the San Ysidro School District bordering with Tijuana, Mexico. For the academic year 2016-17 Willow School served kinder through eighth grade students. Following our school's mission, staff members will empower learning through technology and utilize technological tools which provide equitable access, support, and enhance integrated curricular objectives. At Willow School, we strive to enrich all students by providing extracurricular programs that support and enhance the learning experience. Some of the activities offered are Beyond the Bell Broadway, Girls Scouts Program, Think Together Before and After School Program and educational field trips. The success of all extracurricular programs is supported by the commitment from teachers, staff, parent volunteers, and community stakeholders.

### Preschool Transition to Kindergarten

To create a seamless transition of students from preschool to kindergarten, the San Ysidro School District operates a Child Development Center (CDC). In May, every preschool classroom visits a Kindergarten class at their future home school. During the visit, preschool and kindergarten students co-mingle and the kindergarten teachers read a story to all students.

In addition, the CDC schedules transition meetings with parents to discuss what to expect as their child makes the transition to kindergarten. For those students deemed to be at-risk, parents are notified and attend a workshop. At the workshop, teachers meet with parents, discuss student progress, and are provided materials to work with students at home. The CDC also coordinates a Kindergarten Readiness workshop for all parents.

For those students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in the transition to kindergarten classes in the San Ysidro School District.

## 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).

Throughout the academic year, the school administration strives to have an understanding of the needs of the community that it serves; students, parents, and staff. Through the English Language Advisory Committee, an annual parent survey is conducted to address the effectiveness of the school communication with parents, knowledge of opportunities for parent involvement (SSC, ELAC, PTA...), topics of interests and need of services. The results of the parent survey and feedback from staff indicate the need to provide parents with more information in the areas of LCAP, CELDT, New California Common Core Standards, curriculum and increase opportunities for parent involvement.

As part of the decision-making in the area of curriculum, interventions, and school activities, teachers and parents are incorporated into the decision-making through surveys, Professional Learning Communities, Staff Meetings, Parent Teacher Association, School Site Council and English Language Advisory Committees.

### Classroom Observations

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

As part of the evaluation protocol, permanent teachers are evaluated on a by-yearly basis whereas probationary teachers are evaluated yearly. Administration walkthroughs are conducted on a regular basis of all classrooms to support teachers and students academic and behavioral goals. For the school year 2016-17, emphasis will be placed in the implementation of curriculum aligned to New California Standards and highly effective teaching practices.

### 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)

Results from the state and local assessments are used each year to help set academic goals for our school. Teacher generated ELA and Math Unit Assessments are used to monitor student progress and guide reteaching opportunities throughout the school year. The teacher generated unit assessments results showed a steady progress in 3rd through 6th grade in ELA and Mathematics: ELA 3rd-6th %proficiency average for Unit 1=16%, Unit 2= 21%, Unit 3= 26% and Unit 4= 29% compare to the 2014=15 ELA SBAC 3rd-6th grade average of 21%. In the area of mathematics 3rd-6th %proficiency average for Unit 1= 36%, Unit 2= 55%, Unit 3= 58% and Unit 4= 47 % compare to the 2014-15 Mathematics SBAC 3rd-6th grade average of 17%. For grades 7th/8th grade results indicated no significant improvement in relation to 2014-15 SBAC results. The ELA 7th/8th grade % proficiency average for Unit 1=15 %, Unit 2= 23 %, Unit 3= 5% and Unit 4= 19 % compare to the 2014=15 ELA SBAC 7th/8th grade average of 23 %. In the area of mathematics 7th/8th grade %proficiency average for Unit 1= 15 %, Unit 2= 16%, Unit 3= 20 % and Unit 4= 18 % compare to the 2014-15 Mathematics SBAC 7th/8th grade average of 15%.

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

CELDT Data in conjunction with CAASPP aligned unit assessments in English Language Arts (ELA) and Mathematics are used to monitor student progress and modify instruction. The results of the unit assessments were analyzed during teachers and administration Data Reflection Sessions (DRS). As a result of the DRS, development of lesson plans aligned to the students needs and intervention programs were implemented.

### Staffing and Professional Development

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

Willow School meets one hundred percent requirements for highly qualified staff.

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

During the month of August 2015, Willow School received the visit of the Williams Inspection Team. Except for science teachers in the 7th and 8th grade, Willow School had met requirements for highly qualified staff. San Ysidro School District in collaboration with the Willow School principal continue to work on the hiring of Science teachers for its 7th and 8th-grade classes. Willow School teachers continue to receive ongoing staff development through the San Ysidro School District Educational Services Department. Training's have been provided to administrators and teachers in the implementation of CAASPP aligned curriculum and assessments.

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

During the summer of 2016, through the San Ysidro School District Educational Services Department, teachers and administrators received a weeks of training in the ELA Instructional Design Model which is aligned to the New California Common Core Standards in the areas of ELA. Throughout the academic year 2015-16 administrators have received professional development in the area of curriculum instruction in ELA, students data analysis of CASSPP alligned assessments and Professional Learning Communities. Additional training will be provided to teachers and administrators during the summer of 2017 and academic year 2016-17.

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

The San Ysidro School Education Department provides assistance to Willow School teachers through the assignment of Instruction Lead Teachers to support in the data analysis of assessments and implementation of aligned core curriculum in the areas of English Language Arts and Mathematics.

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

Willow School teachers meet after each ELA and Math Unit Assessment to conduct data analysis sessions (DRS) followed by weekly grade level PLC's to plan for next unit of study. Unit assessments take place every five to six weeks throughout the school year. Through the support of VAPA Teams and staff meeting times teaches had the opportunity to meet weekly to collaborate and develop lesson plans aligned to unit assessments.

### Teaching and Learning

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

Ongoing work by teachers to align curriculum, instruction and materials to the New California Common Core Standards.

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

Administration, in collaboration with the teachers, developed daily schedules that meet recommended instructional minutes for Language Arts, Mathematics, Physical Education and ELD instruction.

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

Willow School is in the developmental stage of implementing an RtI model that will support the flexibility for interventions throughout the school day.

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

All Willow School students received core adopted materials as approved by the SYSD Governing Board.

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)

All students received SBE adopted and standards-aligned instructional materials as approved and adopted by the San Ysidro School District Board.

#### Opportunity and Equal Educational Access

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

Willow School implemented designated ELD instruction time for all K-6 grade students in order to support ELA instruction. Teachers implement small group instruction to support the academic needs of all students in the area of ELA, ELD and Mathematics. Due to 3rd grade showing low performance in ELA unit assessments the incorporation of two Impact Support teachers were assigned to 3rd grade classrooms to support the development of English Language Development. Willow School also implemented a school wide Accelerated Reader program to support the academic achievement in the area of ELA of under performing students. As a result of DRS sessions intervention programs were implemented for Kinder-8th grade to support Intensive and Strategic students.

14. Research-based educational practices to raise student achievement

Teachers utilized a variety of instructional strategies to support instruction (e.g. Close Reading, GLAD Strategies, Fun Fast and Furious, Choral Response) . This teaching strategies and assessment results are shared during data reflection meetings to determine the effectiveness of the strategies and to reach instructional agreements. Administration works with the teachers and district consultants through the observation and feedback process.

#### Parental Involvement

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

Through the SST process parent meetings are held to assess, monitor, and determine student's individual needs and develop plans of action. Students who qualify for Special Education received an Individual Education Plan (IEP). As a Title 1 school, opportunities for parent involvement and frequent parent-teacher communication take place on a regular basis to provided services and monitor student achievement. The implementation of intervention programs for Kinder-6th grade intensive and strategic students and a lunch homework support program was implemented during the academic year 2015-16 and will continue during the 2016-17 school year . During the academic year 2015-16, through the ASES program approximately one hundred eighty Willow School students also participated in one on one tutoring.--

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)

Willow School parents, community representatives, teachers and staff have the opportunity to participate and provide input through participation in School Parent Meetings, SSC, E AC, District LCAP meetings and parent/staff surveys.

#### Funding

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

Willow School receives 50 % of IMRA and 50% attendance clerk from Title 1 funding as well as funding for parent involvement activities. The IMRA position allowed to guarantee that all students and teachers had core and support materials to advance the academic achievement. The attendance clerk participated in the Willow School attendance committee and maintained up to date attendance records. The attendance clerk was also part of SART meetings and activities to motivate students attendance.

18. Fiscal support (EPC)

San Ysidro School District developed an LCAP plan to meet the needs of San Ysidro School District students through implementation of programs and services through Site Level-Title 1, General Fund or LCAP base. Through the district LCAP Supplemental, Title II, Title III, ASES, etc. services were received in support of academic achievement (Instructional Lead Teacher, VAPA Teams, Principal's Exchange Training...).

**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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	137	92	128	92	128	87.6	93.4
Grade 4	118	125	111	118	111	118	94.1	93.7
Grade 5	131	146	123	138	123	138	93.9	90.8
Grade 6	123	144	120	136	119	136	97.6	91.3
Grade 7	99	115	97	115	96	115	98.0	98.3
Grade 8	128	101	128	98	128	98	100.0	94.2
All Grades	704	768	671	733	669	733	95.3	93.4

\* 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	2367.4	2350.2	9	6	16	18	21	16	54	60
Grade 4	2387.9	2407.8	4	10	12	16	21	17	64	57
Grade 5	2444.4	2432.2	6	5	21	22	20	18	53	54
Grade 6	2459.3	2471.1	3	4	13	27	32	27	51	42
Grade 7	2476.6	2491.1	6	4	14	23	21	23	58	50
Grade 8	2507.4	2514.5	1	5	24	22	35	39	40	34
All Grades	N/A	N/A	4	6	17	22	25	23	53	50

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	14	6	33	36	53	58
Grade 4	8	13	33	33	59	54
Grade 5	9	9	40	27	51	64
Grade 6	6	8	31	42	63	50
Grade 7	11	8	28	39	60	53
Grade 8	5	12	49	41	46	47
All Grades	9	9	36	36	55	55

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	8	28	29	62	63
Grade 4	5	9	36	40	59	51
Grade 5	8	8	43	40	49	52
Grade 6	9	10	39	40	51	50
Grade 7	7	10	41	50	52	40
Grade 8	3	7	55	52	42	41
All Grades	7	9	41	41	52	50

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	5	66	57	28	38
Grade 4	5	5	53	61	42	34
Grade 5	7	7	52	50	41	43
Grade 6	7	8	61	68	32	24
Grade 7	9	5	50	58	41	37
Grade 8	5	9	66	59	30	32
All Grades	6	7	58	59	36	34

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	9	8	52	35	39	57
Grade 4	1	12	48	43	51	45
Grade 5	10	16	57	52	33	32
Grade 6	3	15	61	54	35	32
Grade 7	14	10	42	47	45	43
Grade 8	11	7	52	62	37	31
All Grades	8	12	52	49	40	40

**Conclusions based on this data:**

1. The percent of students meeting or exceeding standard in relation to 2014-15 is an increase of 7% (2014-15 = 21% to 2015-16= 28%)
2. 73% of Willow School students did not meet standards
3. 55% of the students score below standard in Reading. Followed by 50% of the students scored below standard in Writing.

## 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	139	101	137	101	136	96.2	98.6
Grade 4	118	125	116	123	116	123	98.3	97.6
Grade 5	131	146	125	145	125	145	95.4	95.4
Grade 6	123	144	121	141	121	141	98.4	94.6
Grade 7	99	115	96	115	96	115	97.0	98.3
Grade 8	128	101	128	98	128	98	100.0	94.2
All Grades	704	770	687	759	687	758	97.6	96.4

\* 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	2397.3	2379.5	3	2	26	20	36	27	36	51
Grade 4	2418.1	2424.6	0	3	10	16	47	37	43	44
Grade 5	2444.3	2437.2	5	1	14	11	21	30	61	58
Grade 6	2458.7	2461.0	3	5	8	13	34	31	55	50
Grade 7	2468.3	2483.5	6	6	9	14	22	30	63	50
Grade 8	2497.8	2483.9	4	5	10	7	34	24	52	63
All Grades	N/A	N/A	3	4	13	14	32	30	52	53

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	14	12	46	32	41	57
Grade 4	4	10	32	32	64	59
Grade 5	9	6	24	26	67	68
Grade 6	7	11	29	26	64	62
Grade 7	7	10	18	27	75	63
Grade 8	9	7	29	26	63	67
All Grades	8	9	29	28	62	63

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	7	6	46	43	48	51
Grade 4	2	5	33	42	66	53
Grade 5	2	2	34	32	64	66
Grade 6	2	4	33	39	64	57
Grade 7	7	6	36	40	56	54
Grade 8	5	7	57	52	38	41
All Grades	4	5	40	41	56	54

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	13	10	62	51	25	39
Grade 4	4	8	36	44	59	48
Grade 5	7	3	37	42	56	54
Grade 6	3	6	44	52	53	43
Grade 7	10	10	68	53	22	37
Grade 8	5	5	52	54	43	41
All Grades	7	7	49	49	44	44

**Conclusions based on this data:**

1. The percent of students meeting or exceeding standard in relation to 2014-15 is an increase of 2% (2014-15 = 16% to 2015-16= 18%)
2. The following grades show an increase from 2014 to 2015 of : 4th Grade 9% , 6th Grade=7%, 7th Grade= 5%
3. 63% of students did score below standard in Concepts & Procedures,54% of students scored below standard in Problem Solving & Modeling/Data Analysis and 44% of students scored below standard in Communicating Reasoning.

## 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					7			21	14		21	43		50	43
1		2	2		10	15		23	30		22	26		43	27
2		3	1		17	19		24	31		22	27		34	22
3		4	6		18	21		35	30		25	21		19	22
4		3	15		22	18		42	40		19	17		13	9
5		11	11		30	27		34	36		18	11		8	15
6		10	15		30	25		39	38		10	12		12	9
7		15	23		39	38		30	21		5	7		11	10
8		13	19		38	44		34	22		9	2		6	14
<b>Total</b>		7	11		25	25		32	31		17	16		19	16

#### Conclusions based on this data:

1. 67% of students are in the intermediate to Advanced Range
2. 32% of the students are in the beginning to Early Intermediate Range.
3. The Percentage of students in grades 4th to 6th grade remain stable within the range.

## 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				1	1	2	10	7	5	6	15	19	84	78	74
1	6	2	2	18	10	13	18	20	26	13	19	24	44	49	35
2	4	3	1	15	16	19	22	23	27	20	21	24	38	38	29
3		3	7	11	16	19	31	32	28	26	24	20	31	25	26
4	5	3	14	16	20	17	40	38	37	16	18	17	23	20	15
5	9	10	10	26	28	25	39	32	35	15	16	11	11	13	20
6	11	9	14	34	29	23	33	39	37	9	9	12	12	14	14
7	14	15	24	28	39	38	43	31	21	8	4	7	8	10	9
8	25	13	20	42	38	43	25	34	23	4	9	2	4	6	13
<b>Total</b>	7	6	9	20	20	21	29	28	27	14	16	16	30	30	27

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	710	709	740
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	710	709	740
Number Met	390	390	475
Percent Met	54.9%	55.0%	64.2%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

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	582	247	599	225	599	278
Number Met	99	119	104	105	114	144
Percent Met	17.0%	48.2%	17.4%	46.7%	19.0%	51.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

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

#### Conclusions based on this data:

1. The percentage proficiency of students meeting AMAO1 increased from 2014 -15 to 2015-16 from 55% to 64.2% meeting the expected 62%
2. The percentage proficiency of students with less than 5 years increased from 17.4% to 19% . Not meeting target by 6.4%
3. The percentage proficiency of students with 5 years or more decreased from 46.7% to 51.8% missing the target of 52.8% by 1%

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2778	2743	2,686
Percent with Prior Year Data	100.0		100
Number in Cohort	2778	2743	2,685
Number Met	1590	1505	1,726
Percent Met	57.2	54.9	64.3
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	2403	958	2377	877	2,259	963
Number Met	427	491	404	432	492	537
Percent Met	17.8	51.3	17.0	49.3	21.8	55.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
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. For AMAO1 the percent met increase from 54.9% to 64.3% meeting the target of 62%
2. The target for students with five or more years increase from 49.3% to 55.8% meeting NCLB target of 52.8%
3. The % of students with less than five years improve from 17% to 21.8% not meeting NCLB target of 25.4%

# School and Student Performance Data

## Quality Snapshot



### 2013-14 School Quality Snapshot

**Willow Elementary**  
San Ysidro Elementary  
226 Willow Rd., San Ysidro, CA 92173

Grades Offered: K - 6  
Enrollment: 1,051  
Charter No:  
Title I Funded: Yes  
CDS Code: 37-88378-0123009

**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

**What are the Smarter Balanced Tests?**  
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/inddata/>

**California's Academic Performance Index (API)**

2013 Growth API	748
Growth from Prior to Current Year	-12
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2013 Growth API State Rank	2
2013 Growth API Similar Schools Rank	6

**API Subgroup Performance - 2013 API Growth**

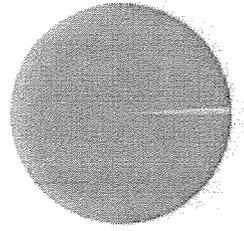
	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	No	-12
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	No	-10
Socioeconomically Disadvantaged	No	-11
Students with Disabilities	--	--

Green = Student group met target  
Red = Student group did not meet target  
-- Student group is not numerically significant

**CHART LEGEND:**  
■ SCHOOL    ● DISTRICT    ◆ STATE

**CDS: County-district-school**  
School and district information will not be displayed when data are not available or when data are representing fewer than 11 students.

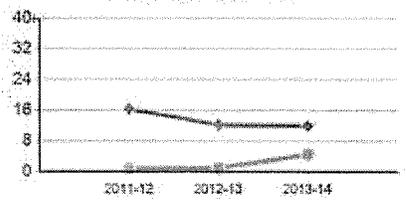
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	77%
Socioeconomically Disadvantaged	87%
Students with Disabilities	7%

**Percentage of Students Redesignated to Fluent-English Proficient**



California Department of Education  
Report 02.0 Generated: April 23, 2015

**Tom Tortakson**  
State Superintendent of Public Instruction

Please visit the following Web page for more information: <http://www.cde.ca.gov/sqs/snapshot/>

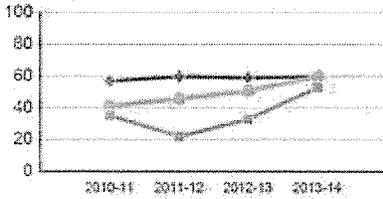
Page 1



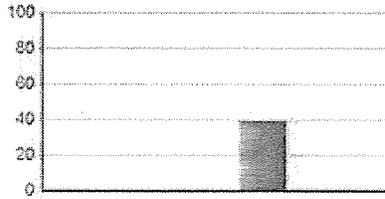
**2013-14 School Quality Snapshot**  
**Willow Elementary**  
 San Ysidro Elementary  
 226 Willow Rd., San Ysidro, CA 92173

Grades Offered: K - 6  
 Enrollment: 1,061  
 Charter: No  
 Title I Funded: Yes  
 CDS Code: 31-60379-D123000

**CST Science Results**  
 (percent proficient and above)

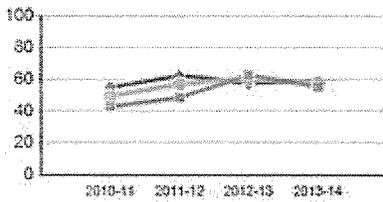


**Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements:**

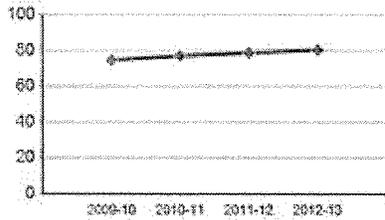


**2012-13 Average SAT Score**  
 No Data Available

**Percentage of English Learners Making Progress in Learning English**

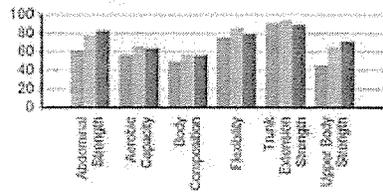


**Cohort Graduation Rate\***

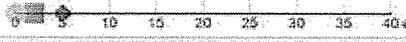


**CAHSEE English-Language Arts Grade 10 Passing Rate:**  
 No Data Available

**Percentage of Students in the Healthy Fitness Zone in 2012-13:**



**2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students**



**CHART LEGEND:**

■ SCHOOL ● DISTRICT ◆ STATE

\* Only four years of data are available

CAHSEE: CA High School Exit Examination  
 CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when state are representing fewer than 11 students.

**CAHSEE Mathematics Grade 10 Passing Rate:**  
 No Data Available

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
All students, including English Learners, will improve annually in all content areas.
<b>SCHOOL GOAL #1:</b>
Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math), all students will achieve a minimum of 5% improvement in CAASPP scores overall in English Language Arts and Mathematics as compared to the California Common Core State Standards (CCSS)/ Smarter Balance Assessment results as established in Spring 2015. Research-based strategies to support the achievement of this goal will include centers, whole group/small group instruction, whole brain research strategies, and supplemental materials for English Learners and Students with Disabilities. (Please refer to the Findings below for further details.)
<b>Data Used to Form this Goal:</b>
School Level English Language Arts (ELA) and Math CAASPP/SBAC scores were analyzed by grade level. Willow School results on the CAASPP for 2015-16 - Students meeting or exceeding target: 3rd grade ELA=24%, Math = 22%, 4th grade ELA= 27%, Math = 19%, 5th grade ELA= 27%, Math = 12%, 6th grade ELA= 31%, Math = 18%, 7th grade ELA= 27%, Math =20% and 8th grade ELA= 27%, Math= 12%. Units assessments in ELA and Math were also used in conjunction with teacher collaboration.
<b>Findings from the Analysis of this Data:</b>
The performance of Willow School students in the 2015-16 CAASPP demonstrated low numbers of students meeting or exceeding targets across grade levels. The lowest grades in ELA were found in 3rd and 4th grade with 24% and 26% respectively. In the area of Mathematics, the lowest performances were in grades 3rd through 8th with 3rd = 22%, 4th =19%, 5th = 12%, 6th = 18% and 7th= 20%, and 8th = 12% proficiency. These findings indicate the need for strategic, focused interventions to ensure students achieve the level of standard met or standard exceeded on the state assessment (i.e. CAASPP/SBAC) in the spring.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will be assessed throughout the school year using district common formative assessments which were created over the summer 2015 and re-evaluated during the summer of 2016 by teachers at all grade levels. During data reflection sessions, teachers will analyze their student data, find areas of additional improvement, and create lesson plans to support those students in need. In addition, data accumulated from Accelerated Reader will be analyzed to determine student progress in reading. In the spring, students will be assessed on the CAASPP/SBAC. For more information about the CAASPP/SBAC, visit the CDE website at <a href="http://caaspp.cde.ca.gov">http://caaspp.cde.ca.gov</a>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development Core Subject Areas.</p> <p>1a) Willow School will implement Professional Learning Communities, Data Reflection Sessions, and opportunities for teachers to collaborate to prepare highly effective lessons that will implement the use of highly effective practices and development of teachers' agreements. The use of substitutes and/or VAPA Teams will be implemented to provide time for teachers to meet. (Program Improvement)</p> <p>1b) Teachers will receive Professional Development and support in the implementation, Assessment and Alignment of the New California Common Core Standards (ELA,ELD, Mathematics, science, and social science) (Program Improvement).</p> <p>1c) Teachers will receive Professional Development and support in the implementation of CELDT Testing. This will allow teachers to develop lesson plans which are essential for students' success (English Language Learners, Students at Risk...) in the CELDT assessment.</p> <p>1d) Professional Development for Administration and support staff in the development of professional skills and support programs in order to provide better services to students and parents and to support the development of academic instruction</p>	<p>July, 2016 to June, 2017</p>	<p>Principal, Teachers</p>	<p>1a) Teachers release time (Substitutes and/or VAPA) and materials for implementation of PLC's, DRS and Lesson Planning.</p> <p>1b, 1d and 3k) Professional Development for Teachers and Administration in New California Common Core Standards (ELA, ELD and Mathematics) to support services and academic achievement.</p> <p>1e) Professional Library, materials, conferences.</p>	<p>1000-1999: Certified Personnel Salaries</p> <p>1000-1999: Certified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p>	<p>6,686</p> <p>30,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>and achievement. (Customer Service, Understanding Our Community Needs, Synergy, OARS,SARB,..) (Program Improvement).</p> <p>1e) Professional Development and materials for teachers to support their students social, behavioral and academic development (Materials, Conferences, Professional Library).</p> <p>1f) Willow School Administration will work with SYSD Human Resources Department to monitor and maintain Willow School Teachers Highly Qualify Status.</p> <p>a) Conduct observations and evaluations of teachers as per Professional Standards of the Teaching Profession.</p> <p>b) Conduct evaluations of Certificated Staff on evaluation cycle as per SYSD norms.</p> <p>c) Conduct walkthroughs by administration to support teachers with grade level agreements.</p> <p>d) Conduct walkthroughs by administration to monitor implementation of lessons aligned to New California Common Core Standards and Unit Matrix in ELA and Mathematics</p>	July, 2016 to June, 2017	Principal, IMRA	2b) IMRA	2000-2999: Classified Personnel Salaries	32,911
Standards Aligned Curriculum and Materials.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2a) The Instructional Media Resource Aid (IMRA) will ensure that teachers and students will be provided with adopted instructional materials and resources. Every student in every classroom will receive curriculum, instruction, materials and technology-based materials that are aligned with New California Content Standards in ELA, Mathematics and ELD. This will support the academic achievement of students in the core areas of study.</p>						
<p>Support for Standards Based Curriculum and Instruction:</p> <p>3a) Willow School implements K-8 grade instruction guides and course outlines, including ELA and Math Matrix assessments and Units that reflect full implementation of the SBE approved, School Board adopted core materials and curriculum.</p> <p>3b) The administration will provide teachers with Professional Learning Community binders and materials to support collaboration and professional development. Lead Teachers will provide materials and support curriculum to teachers. (Program Improvement)</p> <p>3c) The Administration will provide students with materials (binders, separators, books, library books, manipulatives) to support students learning. (Program Improvements)</p>	July, 2016 - June, 2017	Administration, Teachers	<p>3b, 3c, 3k, and 2a) Purchase of supplemental materials for core subject areas and teachers collaboration sessions to support lesson planning and data analysis (PLC's, DRS, Staff Meetings).</p> <p>3e, 2a) Technology Base Programs - Purchase of licenses (Accelerated Reader, Accelerated Math, Raz Kids Achieve 3000, etc) and technology equipment (i.e. Chromebooks, scanners, etc)</p> <p>3f, 3h and 6e) Hiring of teachers to provide academic and Enrichment interventions for extended learning time.</p>	4000-4999: Books And Supplies	Title I	19,720
				5000-5999: Services	Title I	27,496.00
				1000-1999: Certificated Personnel Salaries	Title I	19,740.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>3d) Willow School will support the implementation of Accelerated Reader Program through availability of reading books at students AR levels at the library and in the classrooms.</p> <p>3e) Willow School administration will provide teachers with support materials, including technology based programs (AM, Renaissance, Achieve 3000 Ready Common Core...), that are aligned to core curriculum instruction and academic objectives. Teachers and administration will collaborate to determine the support materials needed to achieve academic objectives based on curriculum matrix and students assessment data (Program Improvement).</p> <p>3f) As a Program Improvement School, Willow Students will receive academic interventions in ELA, ELD and Mathematics (Homework Club, Extended Day, Reading Specialist, Math Specialist, Reading Specialist, Impact Teachers, Instructional Aides...) (Program Improvement)</p> <p>3g) Research based instructional strategies will be used, in all classrooms, to scaffold all core curriculum to grade level rigor. Strategies vary by grade level and include Explicit/Direct Instruction, SIOP, GLAD, Thinking Maps, AR, AMI, SOLVE, Note Taking, organizational binder, daily academic vocabulary,</p>			<p>3i and 3k) Intervention Support Teachers: K-6th grade- 4 Teachers</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Title I</p>	55,000.00	
			<p>3l Purchase of classroom libraries to support ELA and ELD.</p> <p>4000-4999: Books And Supplies</p> <p>Title I</p>	8,000.00	
			<p>3e) Purchase of Ready Common Core to support ELA and ELD instruction</p> <p>4000-4999: Books And Supplies</p> <p>Title I</p>	3,000.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>Writing Program, ELD strategies. Daily Learning Targets will be posted and communicated in all core classrooms (K-8). Administration will provide support to teachers through resources including support materials and time for implementation programs.</p> <p>3h)Willow School will provide extended learning time beyond the instructional day for all students in need of intervention: At Risk,LEP, Homeless, Social Economic Disadvantage Students. Possible extended day opportunities include Before and after school classes, summer school (Spec Educ. Students), and Saturday School (intervention, credit recovery, ADA recovery, homework recovery, enrichment)(Program Improvement).</p> <p>3i) Willow School will implement daily ELD designated time for Kinder-6 grade. Students will be grouped by proficiency levels across the grade. The use of Intervention Support Teachers will reduce the number of students per group allowing focused instruction in a small group setting as well as increased student participation.</p> <p>3j) Willow School teachers will provide integrated ELD support through all subject areas.</p> <p>3k) The Administration will support the implementation of ELD instruction through materials, PLC</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>time, technology based programs, Intervention Support Teachers, and support materials (Program Improvement).</p> <p>3l) Provide reading classroom libraries to support the English Language development of English Language Learners. (Program Improvement)</p> <p>3m) TOSA/Instructional Lead Teacher to assist Willow School administration with the implementation of Data Analysis Sessions, support for teachers and implementation of formative assessments aligned to New California Common Core Standards.</p>					
<p>Willow School Master Schedule will place students in appropriate classes/programs through the following actions:</p> <p>4a) Willow School Master Calendar will be based on students need as established by data to accurately place students in appropriate programs. Willow School will implement district wide criteria for students placement. All placement criteria will be based on multiple data sources. Students will be regularly monitored in accordance with program guidelines ( formative</p>	July, 2016 - June, 2017	Principal, Vice-Principal, Outreach Consultant, School psychologist, Teachers	4b) Substitutes for teachers for participation in SST meetings to support students needs. (see goal 2 section 3f for funds allocation) 4d) Hiring of teacher to teach New Corners. 4d) Materials and Resources for Newcomer Program (see section 3a for allocations)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>assessment, assessment matrix, data reflection sessions). For kinder through 6th grade, classes will be organized by heterogeneous placement in accordance to best practices. The following support structures are currently provided within the school day. 1) Grades 1st - 6th grade, two and half hours dedicated to English Language Arts (except of Dual Language Program). 2) Full day Kindergarten. 3) Implementation of daily ELD instruction. 4) 7/8 grade ELD course. 5) 7/8 grade one period of academic enrichment to support New California Standards.</p> <p>4b) Willow School will implement SST model in which student data will be analyzed by SST members to determine levels of intervention and support for targeted instructional focus areas every 6-8 weeks of instruction. Use of substitutes will be used to facilitate members participation in SST meetings.</p> <p>4c) Willow School will implement the RtI instructional model to support students.</p> <p>Tier 1: K-6 grade heterogeneous placement. Teachers will utilize effective instructional practices and provide targeted remediation within the classroom, as needed.</p> <p>Tier 2: Students will receive targeted remediation within the school day through small group instruction, and ELD instruction (based on proficiency level). Impact Teachers will be</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>implemented to support ELD level instruction from Kinder-6th grade. Tier 3: intensive students will receive support through small group targeted, skill based instruction, extended day, and or referral for academic evaluation.</p> <p>4d)Design and Implementation of New Comers Program for 4th-6th grade. The New Comer Program will provide services to students who are recent arrivals to U.S. schools. Students will be involved in intensive English listening, speaking, reading, and writing language development. The students will be fully assessed and placed on their current level of proficiency. Resources required for implementation: Teacher materials, location.</p>					
<p>Student Attendance and Achievement:</p> <p>Research has shown that student attendance is strictly related to students academic success.</p> <p>5a)Willow School will implement a student attendance committee to monitor, support and increase students attendance. Members of the attendance committee will include administrator, teachers, Outreach Consultant, Security Officer, Counselor, and Attendance Clerk.</p>	July, 2016 - June, 2017	Administrator, Community Outreach Counselor, and Teachers	5a)Resources for Implementation of Enrichment Activities to promote student attendance and academic achievement (STEM, Arts, Karate, Spelling Bee, Math 24, Journalism programs...)(see above goal 3f)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>5b) Resources will be allocated for activities that will seek to improve attendance in the interest of increasing and raising academic achievement. An example of activities includes:</p> <ol style="list-style-type: none"> <li>1.-SART and SARB meetings with students with chronic absences.</li> <li>2.-Parent workshops (PIQE, parent meetings, parent classes).</li> <li>3.-Home visits.</li> <li>4.-Increased parent participation.</li> <li>5.- Community resources.</li> <li>6.- Student enrichment activities such as Robotics, STEM, Arts, Karate, Music, Lunch Activities, Spelling Bee, Math 24, Journalism, Pathways to Success...</li> </ol>			5a)Substitutes for teachers participation in SART, SARB Meetings.(see goal 2 section 3f)		
<p>Community Outreach Consultant</p> <p>6a) Work with Outreach Consultant to implement SST Process.</p> <p>6b) Assist students and parents to obtain required services through School District or Community</p> <p>6c) Work in collaboration with Principal in the development and implementation of school attendance plan.</p> <p>6d) Participate in SST, SART, SARB, BART, and IEP meetings.</p> <p>6e) Monitoring of students attendance, SART/SARB Meetings and activities to promote a positive</p>	July, 2016 - June, 2017	Administrator, Community Outreach Consultant, Counselor and Teachers.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
academic environments that are welcoming, safe, and drug-free (Enrichment and Intervention Programs and activities, before school, during lunch and after school).					

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Safety, Climate, and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
All students will be educated in positive academic environments that are welcoming, safe, and drug-free.
<b>SCHOOL GOAL #2:</b>
Willow School will implement policies and procedures to assure positive academic environments that are safe, drug-free, and conducive to learning.
<b>Data Used to Form this Goal:</b>
Willow School FIT Report, Williams FIT Report, Suspension Records, Attendance Records, feedback from teachers, and staff, and Students and Parents Surveys.
<b>Findings from the Analysis of this Data:</b>
The findings indicated the need to address students safety and learning environment through a comprehensive plan of action.
<b>How the School will Evaluate the Progress of this Goal:</b>
Willow School yearly facilities inspection report, students and parents surveys, suspension records.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Emergency Plan and Safe School 1a) Willow School will create an Emergency Plan Committee to develop and implement Willow School Emergency Plan to support a safe learning environment. 1b) Willow School will implement a committee to implement a PBIS model to support and assure a positive academic environment that is safe, drug-free, and conducive to learning at Willow School.	July, 2016 - June, 2017	Principal, Willow School Emergency Plan Committee.	1a) and 1b) Substitutes for Committee members to develop and implement plan. Certificated Personnel Salaries	Title I	3,432.00
Campus Security	July, 2016 - June,	Principal			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
2a) Campus Security will assist Willow School administration in maintaining a safe and secure campus for all students, parents and staff.	2017				
Implementation of activities and policies to promote safe and drug free environment.	July, 2016 - June, 2017	Principal, Office Staff, Teachers.	3e)Resources to promote students academic achievement, and social development through academic supplies, reading books, ...).	4000-4999: Books And Supplies	1000.00
3a) Distribute Willow School rules and procedures packet to all students at beginning of school year. The packet outlines academic, social and behavior expectations and guidelines as well as services provided to students and parents. This is followed by students assemblies describing Willow School rules and procedures.			3f) Substitutes for teachers participation in SST's, IEP's, SART, SARB and BART meetings and support	1000-1999: Certificated Personnel Salaries	3,330.00
3b) Implementation of Spirit Week and Say No to Drugs			3g) Curriculum materials to support the implementation of students leadership groups and counseling groups	4000-4999: Books And Supplies	2,000.00
3c) Peace Builders Program /Character Counts Program and activities					
3d) Anti-Bullying presentations to students.					
3e) Recognition of students academic, social and attendance achievements (Student of the month, end of year students achievement recognition assemblies, etc.).					
3f) Implementation of SST, IEP's SART, SARB and BART meetings.					
3g) Willow School will implement Student Leadership Groups and					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>counseling groups through the counseling office in order to support and promote school pride, increase students attendance and academic achievement.</p> <p>3h) Implementation of student support groups (Girls and Boys empowering groups, social skills development, self esteem, good decisions, goal oriented).</p> <p>3i) Professional Development and Implementation of Restorative Justice program at Willow School.</p>					
<p>Implement a culture of academic achievement in a positive environment at Willow School.</p> <p>Systems to be Implemented:</p> <p>4a) A belief that all students can learn.</p> <p>4b) Collaboration among staff.</p> <p>4c) Alignment of teaching to New California Standards.</p> <p>4d) Assessment Plan.</p> <p>4e) Data Analysis Sessions.</p> <p>4f) Interventions.</p>	July, 2016 - June, 2017	Principal, Teachers and Staff.	4) Resources for implementation of plan-materials, Professional Development, Release time, Interventions. (see goal 1 section 1b for allocations)		
<p>Maintenance of Facilities</p> <p>5a) Work with Maintenance and</p>	July, 2016 - June, 2017	Principal, Office Staff, and MOT Department.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Operations Department to attend to Willow School Physical buildings needs.</p> <p>5b) Placement of work orders in OPRA to repair and maintain facilities in optimal conditions</p>						
<p>Before and After School Programs</p> <p>6a) Work with before and after school programs staff in the implementation of policies and procedures to maintain a safe, drug free and conducive to learning environment</p>	July, 2016 - June, 2017	Principal, Office Staff, Before and After School Program Staff.				

### Planned Improvements in Student Performance

#### School Goal #3

The School Site Council has analyzed the academic performance of all student groups, has considered the effectiveness of the instructional program, and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP GOAL:</b>
Parent participation in the educational process will increase annually.
<b>SCHOOL GOAL #3:</b>
Willow School will increase parent involvement at school activities throughout the year. This will be measure through attendance participation records for SSC Meetings, ELAC Meetings, PTA events, Parent-Teacher Conferences, Back to School Night, Open House, and Parent Meetings.
<b>Data Used to Form this Goal:</b>
Attendance records for School parent meetings, Open House, Back to School Night, Parent-Teachers Conferences, SSC Meetings, ELAC Meetings, and PTA activities.
<b>Findings from the Analysis of this Data:</b>
Parent participation to informational parent meetings are low. The involvement of parents at School Site Council, ELAC, Volunteers and PTA is limited.
<b>How the School will Evaluate the Progress of this Goal:</b>
Willow School will monitor progress through parents attendance to school activities such as parent meetings, SSC/ELAC/PTA meetings, Back to School Night, Open House and students activities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Willow School Parent Meetings, Workshops and Conferences. 1a) Parent Orientations-July 2016 1b) Provide Parent Workshops through outside providers and school staff (PIQE, SYHC, Willow Staff...) 1c) Coffee with the Principal-monthly parent meeting. 1d) Invite parents to Students Recognition Assemblies (Attendance,	July, 2016 - June, 2017	Principal	1b and 1f)Resources for parent participation in workshops and Conferences (PIQE, Parent Education -CABE, Bilingual Symposium...	Services And Other Operating Expenditures	Title I Part A: Parent Involvement 5,987.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Academic, Social).</p> <p>1e) Invite parents to Willow School Winter Program: December 2016</p> <p>1f) Invite parents to participate in CAFE, Biliteracy Symposium, Greater San Diego Reading Association Event. etc. as funding allows.</p>						
<p>Willow School Parent Participation Plan.</p> <p>2a) Administrator will work with Outreach Consultant in the development of plan to increase parent participation.</p> <p>2b) School Site Council</p> <p>2c) English Language Advisory Committee</p> <p>2d) Parent Teacher Association- PTA</p> <p>6e) Parent Volunteers</p>	July, 2016 - June, 2017	Principal, Vice-Principal, Outreach Consultant.				

## 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 STUDENT ACHIEVEMENT**

**SCHOOL GOAL #1:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development	July 2016-June 2017	Assistant Superintendent of Educational Services	1.1-1.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	250,000.00
1.1. Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies.			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	482,000.00
1.2 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices (i.e. Admin Power Clinics, etc).			1.1-1.3 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Other	216,000.00
1.3 Provide professional development for specific programs (i.e. Project Lead the Way, AVID) implemented in middle school (San Ysidro Middle School).						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Learner Master Plan</p> <p>1.4 Plan and prepare for Integrated and Designated English Language Development. Review, revise, and streamline EL Master plan for student and site needs.</p> <p>1.5 Support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.</p>	July 2016-June 2017	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p>	1.4-1.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title III	75,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Curriculum, Instruction, and Data Driven Systems</p> <p>1.6 Data Reflection Sessions and Visual and Performing Arts (VAPA) Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through visual and performing arts, sports, etc. VAPA team will provide intervention and enrichment for students and will attend Data Reflection sessions. VAPA team will be supported by 4-5 credentialed staff.</p> <p>1.7 Continue providing Instructional Leads/Teachers On Special Assignment (TOSA) at each site to provide specific/targeted professional development and instructional support to teachers.</p> <p>1.8 Implement new math curriculum in grades 6-8. Pilot math programs in grades K-5. Evaluate K-5 programs and determine final math curriculum for purchase and implementation in 2017-2018.</p> <p>1.9 Pilot ELA programs for K-8. Evaluate K-8 programs and determine final ELA curriculum for purchase and implementation in 2017-2018.</p> <p>1.10 Technology: Continue implementation of 3 year technology plan. New sites implement iPads for Kindergarten through 2nd grade and Chromebooks for grades 3-8.</p>	<p>July 2016-2017</p>	<p>Assistant Superintendent of Educational Services</p> <p>Coordinator of Data, Evaluation and Assessment</p> <p>Coordinator of Federal and State Programs</p>	1.6 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500,000.00
			1.7 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000,000.00
			1.8-1.9 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	700,000.00
			1.10 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,300,000.00
			1.10 Materials and Books	4000-4999: Books And Supplies	LCFF - Base	
			1.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
			1.10 Capitalized Equipment	6000-6999: Capital Outlay	LCFF - Base	
			1.11 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	250,000.00
			1.12 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	100,000.00
			1.13 Contracted Services	5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	80,000.00
			1.14 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	80,000.00
			1.15 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing	July 2016 - December 2016	Director of Human Resources	1.16 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	30,512,000.00
1.16 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, and site and district administrators.			1.17 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,000.00
1.17 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM.			1.18 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000.00
1.18 Continue to provide class size reduction in grades K-3.						

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in SAFETY, CLIMATE, AND STUDENT ENGAGEMENT**

**SCHOOL GOAL #2:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic Services and Safety	July 2016-June 2017	Deputy Superintendent	2.1 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000,000.00
2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.		Assistant Superintendent of Educational Services	2.1 Materials	4000-4999: Books And Supplies	LCFF - Base	
2.2 Plan and prepare for the reorganization of schools within the district in 2017-2018.			2.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	
2.3 Review and revise safety plans for district and site needs.			2.4 Salary/Benefits	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	350,000.00
2.4 Increase safety and security by hiring a District Security Officer (DS) and providing campus security at each school site. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Climate and Student Engagement	July 2016-June 2017	Assistant Superintendent of Educational Services	2.5 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
2.5 Provide professional development for district and site staff to a support positive academic school environment.		Director of Human Resources	2.7 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200,000.00
2.6 Continue support of ASB at the middle school.		Coordinator of Child Welfare, Attendance, and Family Services	2.8 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
2.7 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact for Success, Junior Achievement, etc) and to include extended year educational experiences and activities.		Coordinator of ASES	2.9 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
2.8 Continue to implement an attendance recovery program for grades 7 and 8.			2.10 Contracted Services	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	
2.9 Hire a Coordinator of Public Relations and Community Services to manage at-risk, full service community programs to support the social, emotional, and academic needs of students.			2.10 Salary/Benefits for Coordinator at district level	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
2.10 Continue to provide the After School Education and Safety (ASES) program at all sites and a Coordinator of ASES to oversee program implementation and effectiveness.			2.11 Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	100,000.00
2.11 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress.						



# Centralized Services for Planned Improvements in Student Performance

## Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in PARENT ENGAGEMENT</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	June 2016-June 2017	Assistant Superintendent of Educational Services	3.1 Materials and Supplies	4000-4999: Books And Supplies	Title I	5,000.00
3.1 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.		Student and Family Services Manager	3.1 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	90,000.00
3.2 Continue to support the Parent Community Center located at the district office.			3.3 Contracted Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000.00
3.3 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.		Coordinator of Federal and State Programs	3.4 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500,000.00
3.4 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.			3.6 Salary/Benefits	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	105,000.00
3.5 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.						
3.6 Hire an interpreter to provide translation/interpretation services.						

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	212,315.00	0.00
Title I Part A: Parent Involvement	5,987.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Title I	212,315.00
Title I Part A: Parent Involvement	5,987.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	118,188.00
2000-2999: Classified Personnel Salaries	32,911.00
4000-4999: Books And Supplies	33,720.00
5000-5999: Services And Other Operating Expenditures	33,483.00

## 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	Title I	118,188.00
2000-2999: Classified Personnel Salaries	Title I	32,911.00
4000-4999: Books And Supplies	Title I	33,720.00
5000-5999: Services And Other Operating	Title I	27,496.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	5,987.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
Goal 1	202,553.00
Goal 2	9,762.00
Goal 3	5,987.00

## 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:

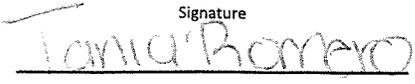
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Manuel Bojorquez	X				
Nancy Alvarado		X			
Jennifer Cuestas		X			
Caitlim McCarty		X			
Monica Olivan			X		
Luis G. Sosa				X	
Keyla Morales				X	
Brenda Hernandez				X	
Sara Velazquez				X	
Christina Rivera				X	
<b>Numbers of members of each category:</b>					

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**

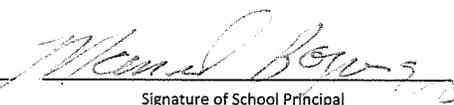
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

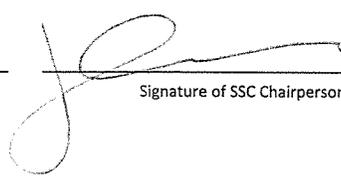
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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
	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 February 24th, 2017.

Attested:

Manuel Bojorquez		2/24/2017
Typed Name of School Principal	Signature of School Principal	Date

Jennifer Cuestas		2/24/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## SAN YSIDRO SCHOOL DISTRICT

**TITLE:** Instructional Media Resource Aide

**DEPARTMENT:** As Assigned

**FLSA:** Non-Exempt

**UPDATED:** April 2016

**REPORTS TO:** Site Principal

**CLASSIFICATION:** Classified (11 month)

**SALARY:** Classified Schedule Steps 10-14

**Board Approved:** June 23, 2016

**BASIC FUNCTION:** Under the direction of the site administrator, performs a variety of duties in the preparation, implementation, and maintenance of multi-media library materials relative to school site and district-wide programs. Provides orientation and other assistance to staff and students.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

- Providing supplemental academic support to at RISK students and the teacher.
- Supports faculty and assists students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.
- Assists students in researching special projects related materials.
- Assists students to operate a variety of library and audiovisual equipment including terminal printer, modem and related software.
- Assists students in developing critical thinking skills by facilitating special projects materials.
- Maintains a wide variety of statistical records and prepare required reports relative to student progress.
- Prepares, develops, and maintains instructional materials, programmatically appropriate.
- Assists in media center/library operational processes. Assists in media orientation; select and set-up media materials for orientation classes; assist in student computer program start-up, as needed; reinforces teacher instruction.
- Exhibits a professional demeanor in appearance, posture, grooming, dress, and social decorum.
- Maintains a professional and positive working relationship with other staff.
- Accepts constructive criticism and takes appropriate action.
- Demonstrates ability to work cooperatively with others.
- Perform other duties as assigned.

**KNOWLEDGE OF:**

- Basic operating knowledge of computer software related to word processing, spreadsheets, and data base programs.
- Correct English grammar, spelling, and punctuation.
- Use and operation of educational computer systems, equipment, and software.
- Media/library operational procedures.

**ABILITIES:**

- Able to lift and move instructional materials, supplies, and equipment of moderate weight; and ability to stoop and extend for media center/library related tasks with or without reasonable accommodation.
- Able to operate a variety of audio-visual and other instructional media; develop and maintain work schedule.

**MINIMUM QUALIFICATIONS:****EDUCATION AND EXPERIENCE**

- Graduation from high school or equivalent; three years of instructional media and/or library experience preferably in a school setting; computer knowledge and experience.

**DESIRED QUALIFICATIONS:**

- Bilingual - Biliterate (English/Spanish) preferred.

**WORKING CONDITIONS:**

Indoor and outdoor school settings which can include office and outdoor interactions.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information. Seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

# **WILLOW SCHOOL**

## **Parent Involvement Policy**

**2016-17**

### **Title I School-Level Parental Involvement Policy**

Willow School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents; it was adopted on September 5<sup>th</sup>, 2013 by Willow School Site Council.

This policy will be distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community through Willow School's website.

This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

### **PARENT INVOLVEMENT POLICY**

Willow School will:

(1) Convene an annual meeting at the beginning of the school year to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved.

(2) Offer Parent monthly meetings in order to explain programs, assessments, standards, parent concerns and offer parent workshops.

(3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the Single Plan for Student Achievement.

(4) Provide parents of participating children:

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Throughout the year a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are explained during the following meetings:

1. *Parent-Principal Meetings*
2. *School Site Council Meetings*
3. *English Language Acquisition Committee*
4. *CELDT Meetings*
5. *CST/CAASPP Parent Meetings*
6. *Parent-Teacher Conferences*

# WILLOW SCHOOL

## Parent Involvement Policy

2016-17

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *Student Study Team Meetings*
- *Parent-Principal Meetings*
- *School Site Council Meetings*
- *English Language Acquisition Committee*

(5) If the school-wide program is not satisfactory to the parents of participating children, parents may submit any comments on the plan when the school makes the plan available to the local educational agency.

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Willow School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  1. *This meeting takes place on Back to School Night, during Parent Orientation Meetings, and during Parent-Principal meetings.*

Willow School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

2. *Parent Meetings are usually held in the morning and in the afternoon to accommodate parents' schedules*

### **School-Parent Compact**

Willow School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, parent-teacher conferences; frequent reports on student progress; access to

# WILLOW SCHOOL

## Parent Involvement Policy

2016-17

staff; opportunities for parents to volunteer, and participate in their child's class; and opportunities to observe classroom activities:

- School Site Council Meetings
- ELAC
- Parent-Principal

### **Building Capacity for Involvement**

Willow School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- During monthly Parent-Principal meetings
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Parent Workshops

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Willow School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

This is done during the following events:

- Monthly Parent-Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Parent Workshops

*Last reviewed on April 27<sup>th</sup>, 2016*

# Willow School

## School-Parent-Student Compact

2016-17

### **SCHOOL-PARENT-STUDENT COMPACT**

By recognizing and accepting our individual roles in the learning process, we can ensure the educational success of every Willow School student.

### **SCHOOL**

- The school will provide a high-quality curriculum and instruction aligned to state standards.
- Counsels with parents and students regarding school-wide academic and behavior expectations.
- The school will provide supportive and effective learning environment.
- Consistently and fairly enforces district policy.
- Provides staff leadership and direction.

### **TEACHER**

- Provides a safe and secure learning environment.
- Enhances the dignity/self-esteem of each student.
- Reinforces appropriate student conduct.
- Establishes and enforces classroom rules consistent with school and District policies.
- Teaches state standards in core curriculum.
- Informs parents of student's academic progress.

### **PARENT**

- Reviews school rules and regulations with student.
- Cooperates with teachers and administrators in promoting appropriate student conduct.
- Encourages and promotes good study habits.
- Requests help from appropriate school personnel in correcting and identifying student problems.
- Sends student to school daily (Ed. Code 48200)
- Encourages students to obey school rules.
- Partakes in district parent education classes.

### **STUDENT**

- Respects self, peers, and adults at all times.
- Requests assistance from teachers when needed.
- Attends school daily and arrives on time.
- Knows/follows school and classroom rules.
- Completes all class and homework assignments.
- Exhibits a positive attitude at all times.
- Engages in positive interaction with peers
- Takes personal responsibility for his/her actions.

# Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Willow School

Spring Revision 2016

**Plan Priorities:** Identify the top priorities and major expenditures supporting these priorities.

Description (Goal/Strategy/Action Step)	Expenditure (include funding source)
<p><b>Goal 1: Professional Development in ELA, and Mathematics New California Common Core Standards.</b></p> <p>a) Willow School will implement Professional Learning Communities and opportunities for teachers to collaborate to prepare highly effective lessons that will implement the use of highly effective practices and development of teachers' agreements. The use of substitutes will be implemented to provide time for teachers to meet.</p> <p><b>Goal 5: Data Driven System</b></p> <p>a) Implementation of ELA and Mathematics Curriculum Matrix.</p> <p>b) Implementation of Data Reflection Sessions. After each unit assessment in ELA and Mathematics teachers will meet to conduct data reflection sessions following a predetermined protocol.</p> <p>c) Release time for teachers to conduct PLC's and develop materials for Units lessons in the areas of ELA and Mathematics.</p> <p><b>Goal 1: Support for Standards Based Curriculum and Instruction</b></p> <p>h) Willow School will provide extended learning time beyond the instructional day for all students in need of intervention. Possible extended day opportunities include: Before and after school classes, summer school (Spec Educ. Students), Saturday School (intervention, credit recovery, ADA recovery, homework recovery, enrichment).</p>	<p><b>LCAP Funds: VAPA Teams</b></p> <p><b>Title 1: Release time for Willow Teachers to work with district wide teachers in the development of a curriculum matrix and unit assessments during the summer 2015.</b> \$32,945.47</p> <p><b>Title 1: Release time for Kinder-8<sup>th</sup> grade Willow School teachers to conduct grade level PLC's and release time to develop unit lessons in ELA and Mathematics. \$14,860</b></p>
<p><b>Goal 1: Support for Standards Based Curriculum and Instruction</b></p> <p>h) Willow School will provide extended learning time beyond the instructional day for all students in need of intervention. Possible extended day opportunities include: Before and after school classes, summer school (Spec Educ. Students), Saturday School (intervention, credit recovery, ADA recovery, homework recovery, enrichment).</p>	<p><b>Title 1; Hiring of teachers to provide academic and enrichment interventions for extended learning time. \$ 37,100</b></p> <p><b>-Kinder -8 grade intervention classes for intensive and strategic students.</b></p> <p><b>-Dance program for 5<sup>th</sup>-8<sup>th</sup> grade students.</b></p> <p><b>-Lunch homework support program for 2<sup>nd</sup> through 6<sup>th</sup> grade students.</b></p> <p><b>-After school tutoring program.</b></p>

**Year-End Evaluation Single Plan for Student Achievement (SPSA)**  
 San Ysidro School District/Willow School  
 Spring Revision 2016

**Plan Implementation**

Identify strategies in the current SPSA that were fully implemented as described in the plan.

Strategy	Data to support
<p><b>Goal 1: Support for Standards Based Curriculum and Instruction:</b></p> <p>b) The administration will provide teachers with Professional Learning Community binders and materials to support collaboration and professional development. Lead Teachers will provide materials and support curriculum to teachers.</p> <p>c) The Administration will provide students with materials (binders, separators, books, library books, and manipulatives) to support students learning.</p> <p>d) Willow School will support the implementation of Accelerated Reader Program through availability of reading books at students AR levels at the library and in the classrooms.</p> <p>e) Willow School administration will provide teachers with support materials, including technology base programs (AM, Renaissance...), that are aligned to core curriculum instruction and academic objectives. Teachers and administration will collaborate to determine the support materials needed to achieve academic objectives base on curriculum matrix and students assessment data.</p>	<p><b>Title 1: Instructional Materials: \$17,204</b>                      All teachers and students received binders, notebooks and materials to support instruction and PLC's</p> <p><b>Title 1: Purchase of library books (\$ 10,000)</b>                      Chromebook (\$10,000), and classroom libraries (\$30,000) to support reading development and Accelerated Reader Program. Total expenditure of \$50,000</p>
<p><b>Goal 4: Implementation of activities and policies to promote safe and drug free environment.</b></p> <p>a) Distribute Willow School Rules and Procedures packet to all students at beginning of school year. The packet outlines academic, social and behavior expectations and guidelines as well as services provided to students and parents. This is followed by Students Assemblies describing Willow School Rules and Procedures.</p> <p>b) Spirit Week (October 26-30, 2015) Say No to Drugs-Activities</p> <p>c) Peace Builders Program and Activities.</p>	<p><b>Willow School Master calendar of activities:</b>                      Student recognition assemblies, Spirit Week, SART, SARB, and SST Meeting schedules and files.</p>

# Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Willow School

Spring Revision 2016

<p>d) Anti-Bullying presentations by counselor, CPA, Outreach Consultant, Principal.  e) Recognition of students' academic, social and attendance achievements (Student of the month, end of year students' achievement recognition assemblies).  f) Implementation of SST, IEP's SART, SARB and BART meetings.</p> <p><b>Goal 4: Emergency Plan</b>  a) Willow School will implement Emergency Plan Committee to develop and implement Willow School Emergency Plan.</p> <p><b>Goal 6: Parent Involvement</b>  Willow School Parent Meetings, Workshops and Conferences.  a) Parent Orientations-July 2015  b) PIQE STEM Workshop- Nov 2015  b) PIQE Institute: Jan-April 2016  d) Students Recognition Assemblies (Attendance, Academic, Social).  e) Winter Program: December 2015</p>	<p>Development of Willow School Emergency Plan and approval by SYSD Board.</p> <p>-Agendas, Bulletins, Parents sign in sheets.  -PIQE Institute- 94 parents graduated.  -Calendar of parent workshops.</p>
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# Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Willow School

Spring Revision 2016

## Plan Implementation

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Strategy	<ul style="list-style-type: none"> <li>• What specific actions related to those strategies were eliminated or modified during the year?</li> <li>• Identify barriers to full or timely implementation of the strategies identified above.</li> <li>• What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?</li> <li>• What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?</li> </ul>
<p>Goal 2-a) Willow School will implement daily ELD designated time for Kinder-6</p> <p>The use of Impact Teachers will reduce the number of students per group allowing focusing instruction in a small group setting as well as increase student participation.</p>	<p>The strategy was not fully implemented. The implementation of Impact Teachers to support ELD in grades Kinder through 3<sup>rd</sup> grade was not fully implemented due to problems encountered during the hiring process. The classification was change from Impact Teachers to Impact Support Teachers to meet the job description and budget constraints. Of the projected four teachers budgeted, only two teachers were hired due to a lack of candidates applying for the positions. Candidates started work on April 2016 and were assigned to 3<sup>rd</sup> grade classrooms as data from DRS ELA sessions indicated as the grade with the lowest academic achievement in ELA Unit assessments.</p>
<p>Goal 2 Design and Implementation of New Comers Program for 4th-6th grade. The New Comer Program will provide services to students who are recent arrivals to U.S. schools. Students will be involved in intensive English listening, speaking, reading, and writing language development. The students will be fully assessed and placed on their current level of proficiency. Resources required for implementation: Teacher materials, location.</p>	<p>This strategy was not implemented for the 2015-16 school year. Resources were directed to support the implementation of an assessment system and instruction aligned to the New California Common Core Standards. Also, due to Willow School being impacted, the availability of additional classrooms and teachers was not available.</p>

# Year-End Evaluation Single Plan for Student Achievement (SPSA)

San Ysidro School District/Willow School  
Spring Revision 2016

## Strategies and Activities

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

Strategy	Evidence
<p><b>Goal 5:</b></p> <p>g) Implementation of Data Reflection Sessions. After each unit assessment in ELA and Mathematics teachers will meet to conduct data reflection sessions following a predetermined protocol.</p>	<p>-Data Reflection Sessions grade level agreements impacted instruction and student achievement as it was observed at Unit Assessments Data for ELA and Mathematics.</p> <p>-Results of Unit Assessments for ELA and Mathematics.</p>
<p><b>Goal 1:</b></p> <p>b) Willow School will implement Professional Learning Communities and opportunities for teachers to collaborate to prepare highly effective lessons that will implement the use of highly effective practices and development of teachers' agreements. The use of substitutes will be implemented to provide time for teachers to meet.</p>	<p>-Collaboration between teachers in the development of unit lesson planning for ELA and Mathematics was observed across all grade levels.</p> <p>-Uniformity in lesson delivery and teaching strategies observed across grade level classes.</p>

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

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? (check all that apply)	Recommendation (based on analysis):
<p>Goal 2</p> <p>a) Implementation of ELD designated time for Kinder-6<sup>th</sup> grade</p>	<p><input checked="" type="checkbox"/> Lack of timely implementation</p> <p><input checked="" type="checkbox"/> Limited or ineffective professional development to support implementation</p> <p><input type="checkbox"/> Lack of effective follow-up or coaching to support implementation</p> <p><input checked="" type="checkbox"/> Not implemented with fidelity</p> <p><input type="checkbox"/> Not appropriately matched to student needs/student population</p> <p><input checked="" type="checkbox"/> Other: Lack of standard curriculum</p>	<p><input type="checkbox"/> Eliminating it from next year's plan</p> <p><input checked="" type="checkbox"/> Continuing it with the following modifications: Part of District Plan of Action for year two. PD during summer for implementation of ELA instructional day.</p>
<p>Goal 4:</p> <p>Implementation of the No Excuses University Program at Willow School</p>	<p><input checked="" type="checkbox"/> Lack of timely implementation</p> <p><input type="checkbox"/> Limited or ineffective professional development to support implementation</p> <p><input type="checkbox"/> Lack of effective follow-up or coaching to support implementation</p> <p><input type="checkbox"/> Not implemented with fidelity</p> <p><input type="checkbox"/> Not appropriately matched to student needs/student population</p> <p><input checked="" type="checkbox"/> Other: Not standardized. District modification of program.</p>	<p><input type="checkbox"/> Eliminating it from next year's plan</p> <p><input checked="" type="checkbox"/> Continuing it with the following modifications: The NEU will not be implemented. A modification of the program will be implemented district wide.</p>

## **Year-End Evaluation Single Plan for Student Achievement (SPSA)**

San Ysidro School District/Willow School  
Spring Revision 2016

### **Involvement/Governance**

- How was the SSC involved in development of the plan?  
The SSC was involved in the development, review and approval of SPSA.
- How were advisory committees involved in providing advice to the SSC?  
During ELAC Meetings, PTA Meetings, Staff Meetings, Willow Administrative meetings the administrator informed members of SPSA Goals and requested feedback. Recommendations and advice was presented to SSC members during SSC meetings.
- How was the plan monitored during the school year?  
During monthly SSC meetings, administrators provided updates of budget and goal outcomes.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?  
A schedule to gather and analyze data of SPSA goals will assist in having an adequate monitoring system. This will allow to make appropriate changes and modifications to the goals.

### **Outcomes**

- Identify any goals in the current SPSA that were met
- Goal 3: Willow School Administration will work with San Ysidro School District Human Resources Department and Educational Services to hire and retain highly qualified teachers and staff.
- Goal 4: Implementation of policies and procedures to assure learning environment that are safe, drug free, and conducive to learning.
- Goal 5: Willow School in collaboration with San Ysidro School District Education Services Department will work in the implementation and monitoring of data driven systems aligned to New California Common Core Standards to improve teaching and learning.
- Goal 6: Willow School will increase parent involvement at school activities throughout the year.

## **Year-End Evaluation Single Plan for Student Achievement (SPSA)**

San Ysidro School District/Willow School  
Spring Revision 2016

- Identify any goals in the current SPSA that were not met, or were only partially met.

Goal 1: all students will achieve a minimum of 5% improvement in CAASPP scores overall in English Language Arts and Mathematics as compared to the California Common Core State Standards (CCSS)/ Smarter Balance Assessment results as established in Spring 2015.

Goal 2: All English Learners will increase by a minimum of one proficiency level in ELA as measure by CELDT Test Scores and AMAO 1 and 2. All English Language Learners will increase by a minimum of one proficiency level as measure by Math Formative Assessments (Unit Matrix) and SBAC results.

- List any strategies related to this goal that were identified above as “not fully implemented” or ineffective” or “minimally” effective.
  - Alignment of materials to New California Common Core Standards in ELA, ELD, and Mathematics (pilot program status).
  - Implementation of RtI Instructional model to support students (in developmental stage).
  - Professional Development in New California Common Core Standards.
  - Professional Development in ELD Instruction and CELDT.
  - Implementation of Impact Support Teachers for ELD instruction for Kinder-3<sup>rd</sup> grade.
- Based on this information what might be some recommendations for future steps to meet this goal?
  - Participate in ELA and Math Pilot programs.
  - Continue with implementation of Curriculum Matrix, Unit Assessments, Data Reflection Sessions and PLC’s with the support of VAPA teams.
  - Start with Implementation of Impact Support teachers and interventions early in the academic year.
  - Participation of Willow School teachers in Summer Institute.