

The School Plan for Student Achievement

School: Ponderosa Elementary School
CDS Code: 41690706045116
District: South San Francisco Unified School District
Principal: Julie Erskine
Revision Date: 1/15/2018

The School 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 5.9.2019.

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School Vision and Mission

Ponderosa Elementary School's Vision and Mission Statements

Vision: A place where students Experience, Embrace, Excel and Explore.

Mission: The Ponderosa Community encourages and cultivates social and educational growth for all learners.

School Profile

Ethnicity Number of Students Percentage:

Am Indian/Alaskan Nat 1 0.24%

Asian 48 11.57%

Black/African Am 4 0.96%

Filipino 67 16.14%

Hispanic 201 48.43%

Multiple 38 9.16%

Nat Hawaiian/Other Pacific Islander 8 1.93%

White 48 11.57%

Grand Total 415 100.00%

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	73	66	71	73	66	71	73	66	98.6	100	100
Grade 4	71	64	70	71	64	69	71	64	69	100	100	98.6
Grade 5	72	69	60	72	69	59	72	69	59	100	100	98.3
All Grades	215	206	196	214	206	194	214	206	194	99.5	100	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2425.6	2399.3	2444.0	24	13.70	25.76	23	16.44	30.30	31	30.14	25.76	23	39.73	18.18
Grade 4	2449.9	2463.5	2475.4	20	26.56	18.84	20	18.75	34.78	25	25.00	23.19	35	29.69	23.19
Grade 5	2507.6	2500.7	2503.1	25	18.84	20.34	32	30.43	35.59	21	27.54	22.03	22	23.19	22.03
All Grades	N/A	N/A	N/A	23	19.42	21.65	25	21.84	33.51	26	27.67	23.71	27	31.07	21.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	15.07	28.79	54	41.10	57.58	30	43.84	13.64
Grade 4	17	23.44	27.54	48	50.00	50.72	35	26.56	21.74
Grade 5	24	21.74	22.03	50	52.17	57.63	26	26.09	20.34
All Grades	19	19.90	26.29	50	47.57	55.15	30	32.52	18.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	8.22	22.73	52	61.64	53.03	27	30.14	24.24
Grade 4	8	20.31	27.54	54	48.44	53.62	38	31.25	18.84
Grade 5	33	27.54	32.20	43	47.83	44.07	24	24.64	23.73
All Grades	21	18.45	27.32	50	52.91	50.52	29	28.64	22.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	10.96	24.24	66	61.64	65.15	14	27.40	10.61
Grade 4	24	9.38	14.49	61	71.88	73.91	15	18.75	11.59
Grade 5	17	14.49	8.47	65	72.46	74.58	18	13.04	16.95
All Grades	20	11.65	15.98	64	68.45	71.13	16	19.90	12.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	17.81	36.36	61	54.79	51.52	25	27.40	12.12
Grade 4	24	21.88	14.49	51	57.81	69.57	25	20.31	15.94
Grade 5	39	26.09	18.64	49	47.83	64.41	13	26.09	16.95
All Grades	26	21.84	23.20	53	53.40	61.86	21	24.76	14.95

Conclusions based on this data:

1.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	73	66	71	73	66	71	73	66	98.6	100	100
Grade 4	71	64	70	71	64	69	71	64	69	100	100	98.6
Grade 5	72	69	60	72	69	59	72	69	59	100	100	98.3
All Grades	215	206	196	214	206	194	214	206	194	99.5	100	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2442.9	2444.7	2460.6	17	16.44	28.79	39	42.47	31.82	28	31.51	28.79	15	9.59	10.61
Grade 4	2460.1	2489.5	2488.0	11	23.44	14.49	28	28.13	37.68	34	32.81	39.13	27	15.63	8.70
Grade 5	2500.6	2489.1	2512.5	14	17.39	20.34	24	13.04	27.12	39	31.88	33.90	24	37.68	18.64
All Grades	N/A	N/A	N/A	14	18.93	21.13	30	28.16	32.47	34	32.04	34.02	22	20.87	12.37

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	48	38.36	45.45	35	43.84	40.91	17	17.81	13.64	
Grade 4	18	42.19	30.43	38	28.13	49.28	44	29.69	20.29	
Grade 5	22	23.19	33.90	40	23.19	32.20	38	53.62	33.90	
All Grades	29	34.47	36.60	38	32.04	41.24	33	33.50	22.16	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	27.40	31.82	52	58.90	48.48	21	13.70	19.70
Grade 4	20	32.81	30.43	51	48.44	47.83	30	18.75	21.74
Grade 5	10	15.94	16.95	50	46.38	57.63	40	37.68	25.42
All Grades	19	25.24	26.80	51	51.46	51.03	30	23.30	22.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	17.81	34.85	54	65.75	48.48	17	16.44	16.67
Grade 4	21	34.38	24.64	48	43.75	50.72	31	21.88	24.64
Grade 5	13	15.94	11.86	56	46.38	61.02	32	37.68	27.12
All Grades	21	22.33	24.23	52	52.43	53.09	27	25.24	22.68

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	32.0%	24.6%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	24.6%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	133	32.0%
Students with Disabilities	75	18.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0%
American Indian	1	0.2%
Asian	48	11.6%
Filipino	67	16.1%
Hispanic	201	48.4%
Two or More Races	38	9.2%
Pacific Islander	8	1.9%
White	48	11.6%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 411 453 441">English Language Arts</p>  <p data-bbox="298 489 367 518">Green</p>	<p data-bbox="691 411 932 441">Chronic Absenteeism</p>  <p data-bbox="777 489 846 518">Yellow</p>	<p data-bbox="1198 411 1380 441">Suspension Rate</p>  <p data-bbox="1252 489 1320 518">Blue</p>
<p data-bbox="261 609 410 638">Mathematics</p>  <p data-bbox="298 690 367 720">Green</p>		
<p data-bbox="199 806 472 835">English Learner Progress</p>  <p data-bbox="212 888 459 917">No Performance Color</p>		

Conclusions based on this data:

- 1.

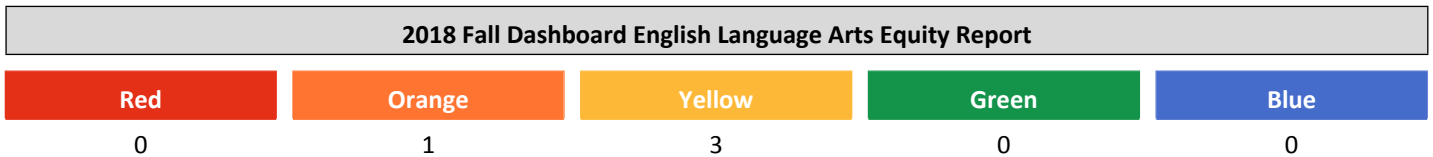
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.7 points above standard Increased 18.8 points 194 students	 Yellow 10.1 points below standard Increased 29.1 points 47 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 11.7 points below standard Increased 31.4 points 72 students	 Orange 48.6 points below standard Maintained 2.2 points 38 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 60.2 points above standard Increased 39.4 points 18 students	 No Performance Color 16.8 points above standard Increased 19.4 points 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.8 points below standard Increased 18.4 points 98 students	 No Performance Color 34.5 points above standard Maintained 0.1 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 10.3 points below standard Increased 23.9 points 20 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
32.3 points below standard Increased 29.7 points 33 students	42.1 points above standard Increased 50.6 points 14 students	8.6 points above standard Increased 16.4 points 143 students

Conclusions based on this data:

- 1.

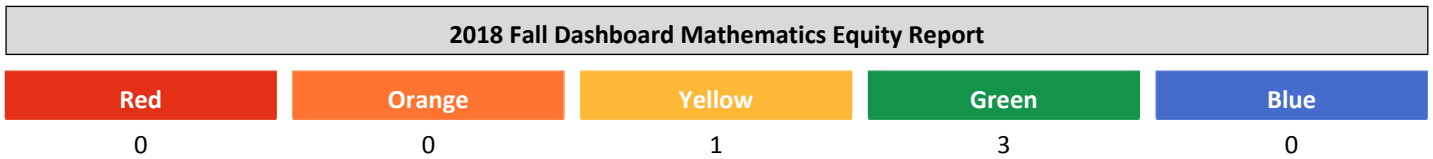
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.7 points above standard</p> <p>Increased 12.3 points</p> <p>193 students</p>	<p>English Learners</p>  <p>Green</p> <p>4.5 points below standard</p> <p>Increased</p> <p>47 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>13.8 points below standard</p> <p>Increased 9.4 points</p> <p>71 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>28.2 points below standard</p> <p>Increased 13.5 points</p> <p>37 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 49.6 points above standard Increased 18 students	 No Performance Color 20.1 points above standard Increased 3.5 points 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 points below standard Increased 98 students	 No Performance Color 15.9 points above standard Declined -16.2 points 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 10.2 points below standard Increased 11 points 20 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
15.8 points below standard Increased 12.9 points 33 students	22.3 points above standard Increased 14 students	7.5 points above standard Increased 12.2 points 142 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
92	55.4%	31.5%	8.7%	4.3%

Conclusions based on this data:

1.

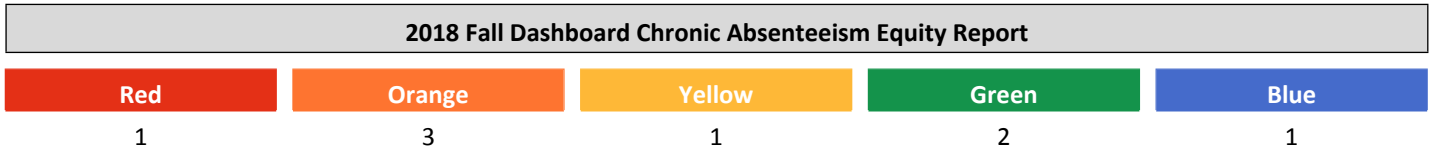
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>9.3% chronically absent</p> <p>Maintained 0.1%</p> <p>420 students</p>	<p>English Learners</p>  <p>Orange</p> <p>9.7% chronically absent</p> <p>Increased 1.3%</p> <p>103 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>14.2% chronically absent</p> <p>Maintained 0%</p> <p>155 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>14.9% chronically absent</p> <p>Increased 5.1%</p> <p>87 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 2% chronically absent Declined 2.3% 49 students	 Green 6% chronically absent Declined 6.2% 67 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.9% chronically absent Increased 5% 201 students	 Yellow 15% chronically absent Declined 0.6% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Green 4.1% chronically absent Declined 5.7% 49 students

Conclusions based on this data:

- 1.

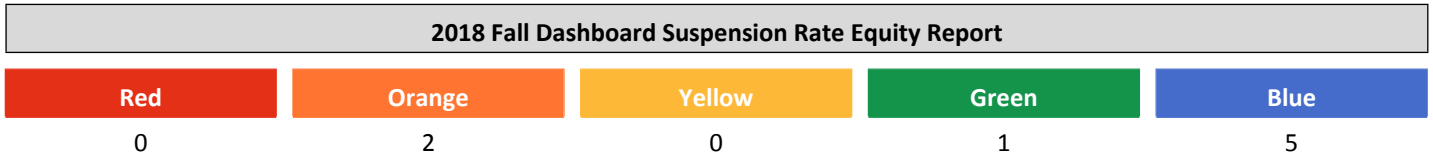
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.5% suspended at least once</p> <p>Maintained 0%</p> <p>427 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>106 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.3% suspended at least once</p> <p>Increased 0.4%</p> <p>158 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.1% suspended at least once</p> <p>Declined -0.3%</p> <p>87 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 49 students	 Orange 1.4% suspended at least once Increased 1.4% 69 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5% suspended at least once Maintained 0% 203 students	 Blue 0% suspended at least once Maintained 0% 42 students	 No Performance Color Less than 11 Students - Data 9 students	 Blue 0% suspended at least once Maintained 0% 49 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	0.5% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: ELA/ELD
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining CAASPP Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy. LCAP Priorities: 2 - Implementation of State Standards LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
INSTRUCTIONAL PROGRAM: READING / LANGUAGE ARTS (INCLUDING INTERVENTIONS) By May of 2019, the percentage of students in grades 3-5 who scored in the Standards Met and Standards Exceeded will increase by 3%. By May 2019 the percentage of student in grade K-2 who are reading on-grade level as measured by F and P will increase 5%. Strategy: The strategies will include: On-going collaboration and data analysis work at and across the grade levels during Faculty Meetings and PLCs. Student Study Teams (SST) will meet to identify goals and interventions to assist students succeed at greater levels in the general education classrooms.
Data Used to Form this Goal:
School data was gathered from informal and formal teacher tests, including SBAC, end of unit assessments and teacher observations. CELDT/ELPAC data will be utilized to plan, design and prepare instruction for our English Language Learners (ELL) students.
Findings from the Analysis of this Data:
School data from 2017-2018 revealed not all students are achieving grade level proficiency as measured by the SBAC.
How the School will Evaluate the Progress of this Goal:
Effective use of teacher formative assessments that includes monitoring and evaluating tests data results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ASSESSMENT AND INSTRUCTION TIER 1</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <p>Teachers will implement the CCSS state standards using Writer's Workshop and Wonders Curriculum along with Daily Five. EDI instructional strategies will be used to best meet the needs of individual students. Projectors, Smart boards, computers, and other computer equipment will be used to enhance instruction.</p> <p>Teachers will continue to use Smarter Balanced Assessments Practice Tests to familiarize all students with the format, quality of questions, and the development of better prepared students in the areas of assessment and monitoring. This will include supplemental materials such as IXL, Smarty Ants and Scholastic News.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Common Core Embedded Assessments • Walkthroughs • STAR Reading • Student Writing-formal and informal • Writer's Workshop • Smarter-Balanced Assessment • Fountas and Pinnell 	08/15/2018-05/30/2019	Teachers Administrators District Technology Staff.	<p>070: Supplemental materials to support reading including Scholastic News.</p> <p>070: Office Materials including whiteboards, paper, post-it notes</p> <p>070: Overhead projectors, headphones, Smart boards, and printers</p> <p>451: Library books and materials</p> <p>365: Computer hardware to support classroom instruction including writing, reading, math, social studies and science</p> <p>180: Supplemental Materials to Support Reading; including leveled library</p> <p>180: Tier I intervention strategies extended PLC and classroom visits</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>Site Discretionary</p> <p>Instructional Media</p> <p>Gift Fund</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>2,700.00</p> <p>5,030.00</p> <p>4,960.00</p> <p>383.00</p> <p>8,000.00</p> <p>2,000.00</p> <p>3,435.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leveling <ul style="list-style-type: none"> Formative and Summative Assessments from Wonders 						
RESPONSE TO INTERVENTION TIER 2 Means of Achievement: Improvement of instruction strategies and materials Task: Provide Tier 2 support to students not meeting grade level CCSS. Student Study Team will be used to discuss student supports, communicate with families, provide appropriate intervention, modifications, and track progress toward specific goals. After-school reading intervention in Kinder-5th grade Supplemental Instructional materials: Read Naturally and Read Naturally Live, Rime Magic, Primary Phonics, Explode the Code, Fountas and Pinnell Reading Intervention Kits, Smarty Ants Reading Specialist .6: focus on K-3 Reading Specialist .4 focus on 1-5 5th grade tutors Substitutes for SSTs and assessments Measures: PLCs to determine progress being made towards objectives, monitoring and evaluation. Principal and Teacher observations and parental input.	08/15/2018-05/30/2019	Teachers and Support Staff Administration Parents.	180: After school intervention	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	5,128.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fountas and Pinnell Reading Assessments Star Reading/Accelerated reader Read Naturally Live and Read Naturally Common Embedded Assessments Primary Phonics Progress Smarty Ants Progress SST follow-up on specific goals						
PROFESSIONAL LEARNING COMMUNITIES & TEACHER COLLABORATION Task: General Education Teachers, Academic Instruction Teachers, the Academic Support Teacher and the Reading Specialist will collaborate on a weekly basis to answer the following PLC questions: 1. What is it that we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn? 4. How can we extend student learning for those who already know it? Teachers will meet in district-wide grade level teams three times per year to exchange best practices and resources to best support student learning. Measures: Collaboration Planning Reports Common lessons and assessments	08/15/2018-05/30/2019	Teachers Administration	Teacher collaboration - AS and gen education			

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>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Teachers will attend district-wide professional development. Ponderosa's instructional leadership team will meet twice a month to discuss the instructional needs of our school. Monthly goals will focus on EDI best practices, cultural competency and curriculum to support the CCSS. Teacher's will continue with full implementation of Writer's Workshop and Wonders Curriculum.</p> <p>PLCs will be conducted with all grade level teams to analyze assessments, plan instructional units/lessons, and analyze results to enhance and improve student achievement.</p> <p>Measures: Smarter-Balance Formal and Informal Assessments Common-embedded Assessments Fountas and Pinnell Assessments</p>	08/15/2018-05/30/2019	Teachers Administration	Staff time			
<p>COMMUNITY GARDEN</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Invest in a community garden to implement language arts and science</p>	08/15/2018-05/30/2019		365: Garden boxes, soil, seed, tools	4000-4999: Books And Supplies	Gift Fund	4,750.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
standards. Measures: 5th grade state science test Non-fiction assessments						

Planned Improvements in Student Performance

School Goal #2

SUBJECT: MATHEMATICS
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining CAASPP Achievement levels 3 or 4 in mathematics. LCAP Priorities: 3 - Parent Involvement 4 - Pupil Achievement 5 - Pupil Engagement 2 - Implementation of State Standards LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #2:
INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS) By May of 2019, the percentage of students in grades 3-5 who scored in the Standards Met and Standards Exceeded will increase by 3%. By May 2019, the percentage of students in grades K-2 who are reading on-grade level as measured by F and P will increase 3%. Strategy: The strategies will include: On-going collaboration and data analysis talks at and across the grade level groups during scheduled faculty meetings, PLCs, and at the District wide PLC Meetings. Student Study Teams (SST) and Response to Intervention (RtI) meetings will be held to assist in the identification of goals and interventions to assist students at-risk and not meeting grade level standards succeed at greater levels in the general education program. Students with disabilities or student with special education services will be closely monitored to determine successes and areas needing additional targeted instruction. Assessment results will continued to be shared with all stakeholders.
Data Used to Form this Goal:
Data results from assessments both formal and informal will continue to focus on grade level and significant subgroups that continue to not reach proficiency goals in Mathematics. Intervention strategies, targeted instructional focus areas, frequency of targeted instruction and data collection based on assessment results and student work samples will be monitored and evaluated for effectiveness. Students continuing to be at-risk will be provided with on-going Student Study Team (SST) work monitoring targeted instruction and intervention.

Findings from the Analysis of this Data:

SBAC data reveals not all students are achieving grade level proficiency as measured by the current CCSS assessments.

How the School will Evaluate the Progress of this Goal:

Working collaboratively with all stakeholders, our school will continue to monitor and evaluate student progress prior to students taking the Smarter Balanced Assessments in Mathematics. The CCSS assessments will be given throughout the school year. Teachers and principal will help improve and sustain student achievement by examining assessment results, making instructional adjustments, monitoring student progress, and re-evaluating our school wide instruction throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>INSTRUCTION AND ASSESSMENT TIER I</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Teachers will implement the CCSS state standards using Math Expressions and SVMII. EDI instructional strategies we be used to best meet the needs of all students. Projectors, Smart boards, printers and other computer equipment will be used to enhance instruction. Collaboration among teachers at all grade levels using formative assessments with look at areas of need and growth.</p> <p>Measures: Commom embedded assessments STAR Math progress Walkthroughs Smarter Balanced Formal and Informal Assessments with Expressions PLCs</p>	08/15/2018-05/30/2019	Teachers Administration	070: Materials to support instruction such as whiteboards, pens, post-its and other office supplies	4000-4999: Books And Supplies	Site Discretionary	5,000.00
			070: Technical hardware to support instruction headphones, projectors, printers, Smartboard repair	4000-4999: Books And Supplies	Site Discretionary	4,760.00
			180: Computer hardware to support classroom instruction including math subscription programs	4000-4999: Books And Supplies	LCAP At-Risk Student Support	2,150.00
			180: Materials and Supplies	4000-4999: Books And Supplies	LCAP At-Risk Student Support	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RESPONSE TO INTERVENTION - TIER 2</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Provide Tier 2 support to students not meeting grade level CCSS. Student Study Team will be used to discuss students needs and supports, communicate with families, provide appropriate intervention, modifications, and track progress toward specific goals.</p> <p>Support will include: After-school intervention-both teacher support and partnership with DC Partnership. Supplemental support such as IXL Math 5th grade tutors Math in a Flash Hardware to access software including lap tops and tablets. Read Naturally and Read naturally Live</p> <p>Measures: STAR Math Common Embedded Assessments IXL Reports Common embedded-assessments Math in a Flash progress monitoring Intervention pre and post tests.</p>	08/15/2018-05/30/2019	Teachers Administration Parents	<p>180: Computer hardware to support classroom instruction including math subscription programs</p> <p>180: Intervention K-5</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>9,000.00</p> <p>6,472.00</p>
PROFESSIONAL LEARNING COMMUNITIES	08/15/2018-05/30/2019	Teachers Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: General Education Teachers, Academic Instruction Teachers, the Academic Support Teacher and the Reading Specialist will collaborate on a weekly basis to answer the following PLC questions:</p> <ol style="list-style-type: none"> 1. What is it that we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn? 4. How can we extend student learning for those who already know it? <p>Teachers will meet in district-wide grade level teams three times per year to exchange best practices and resources to best support student learning.</p> <p>Measures: Collaboration Planning Reports Common lessons and assessments</p>						
<p>PROFESSIONAL DEVELOPMENT</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teachers will continue full</p>	08/16/2018-05/31/2019	Teachers Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>implementation of Math Expressions. Instructional leadership team will continue to meet twice per month. Direct instruction techniques will support teaching and learning of the material.</p> <p>Measures: Curriculum embedded assessments Formal and informal assessment data Collaboration planning sheets for common instruction and assessments Walkthrough data Teacher feedback and ILT feedback</p>						
<p>PARENT ENGAGEMENT</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: 1. Provide an engaging night of problem-solving math games. 2. Encourage families to integrate math into their home routines. 3. Have fun while learning and building community</p> <p>Measures: Engaged 15-20% of the student body and parents in interactive math games as measured by homework passes.</p>	08/15/2018-05/30/2019	Teachers Parents Students	180: Teacher stipend/materials	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,400.00

Planned Improvements in Student Performance

School Goal #3

SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the California English Language Development Test (CELDT).
LCAP Priorities: 4 - Pupil Achievement 5 - Pupil Engagement 2 - Implementation of State Standards
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #3:
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS
By May of 2019, the number of unduplicated students meeting or exceeding standards in ELA will increase by 3% as measured by SBAC results. By May 2019, the number of unduplicated students meeting or exceeding standards will increase by at least 2% as measured by SBAC results.
Strategy: The instructional strategies will include: on-going collaboration, assessment results, monitoring and evaluation and data analysis at and across grade levels during regularly scheduled faculty meetings and PLCs. Student Study Teams (SST) and Response to Intervention (RtI) meetings will be held to identify goals and objectives to assist students to succeed at greater levels in the General Education Program and Special Education Programs.
Data Used to Form this Goal:
SBAC Results
Findings from the Analysis of this Data:
2017-2018 school data revealed not all students are achieving grade level proficiency as measured by the SBAC. To meet the required goal of all students proficient in English Language Arts and Math our school continues to focus on meeting the needs of all students.
How the School will Evaluate the Progress of this Goal:
We will monitor and evaluate student progress prior to students taking the new CCSS Smarter Balanced Assessments. Teachers will examine results, make changes, monitor, and re-evaluate their instruction throughout the school year.

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TARGETED EL STUDENT SUPPORT/ EL PARAPROFESSIONAL</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: 1. Provide Preliminary ELPAC data 2. Provide direct and targeted support to EL students by using research-based instructional practices and strategies specifically to support the language acquisition of English learners. This support will occur in additional EL-focused support classes for English Learners in need. 3. Reinforce reading, writing and math skills. 4. Purchase supplemental EL materials</p> <p>Measures: ELPAC scores student engagement in academic conversations during class Walkthrough visits/ observation data</p>	08/15/2018-05/30/2019	Teachers Administrator EL Para-professional Parents	RTI Interventions	2000-2999: Classified Personnel Salaries	El Support	1,350.00
<p>RESPONSE TO INTERVENTION TIER II</p> <p>Means of Achievement: Extended learning time</p> <p>Task: Provide Preliminary ELPAC data Provide direct and targeted support</p>	08/15/2018-05/30/2019	Teachers Administration SST Team	123: Computer Hardware 123: After-school EL support grade 2 and 3	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	El Support El Support	5,081.00 2,117.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to EL students by using research-based instructional practices and strategies specifically to support the language acquisition of English learners. This support will occur in additional</p> <p>EL-focused support classes for English Learners in need.</p> <p>Reinforce reading, writing and math skills.</p> <p>Purchase supplemental EL materials</p> <p>Measures: EL student grades Attendance data Walkthrough data</p>			<p>123: After-school EL support grade 4 and 5</p> <p>123: After-school EL support grade 1</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>El Support</p> <p>El Support</p>	<p>2,000.00</p> <p>2,000.00</p>
<p>SUPPLEMENTAL MATERIALS AND SUPPORT</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>1. Staff will provide research-based materials and support to improve the instructional program and increase the academic achievement of English Learners.</p> <p>2. Targeted intervention and supplemental materials will be provided for English Learners to address a the academic and linguistic needs of identified ELs.</p> <p>Measures: Grades, CELDT/ELPAC, Progress Monitoring Reports, Walkthroughs</p>	08/15/2018-05/30/2019	Principal, teachers, and parents	123: Supplemental Materials for ELs Only	4000-4999: Books And Supplies	El Support	1,200.00

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

Planned Improvements in Student Performance

School Goal #4

SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the California English Language Development Test (CELDT).
LCAP Priorities: 3 - Parent Involvement 1 - Basic Services 4 - Pupil Achievement 5 - Pupil Engagement 2 - Implementation of State Standards 8 - Other Pupil Outcomes
LCAP Goal: Not Aligned
SCHOOL GOAL #4:
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELLS-CENTRALIZED SERVICES
By May of 2019, the percentage of students in grades 3-5 who scored in the standards met or exceeded group will increase by 6% in ELA and 11% in math. By May of 2019, the percentage of students in grades 1-5 who scored below grade level by one or more grades will decrease by 5% as measured by the Fountas and Pinnell scores that are administered three times a year. 70% of students taking the ELPAC test will increase one level per year
Strategy: Teacher Collaboration, Student Study Team (SST) Meetings and Response to Intervention (RtI) will also be utilized in order to evaluate identified goals and interventions strategies to assist all students succeed at higher levels in the general and Special Education classes.
Data Used to Form this Goal:
1. ELPAC scores. 2. Report card grades. 3. Formal and informal feedback from teachers, counselors, parents, and students
Groups participating in this goal (e.g., students, parents, teachers, administrators):

1. District and site personnel

Findings from the Analysis of this Data:

1. Every student will make at least one level of progress each year as measured by ELPAC test).
2. Students who have been re-designated will be monitored for two years and any interventions needed for continued success in classes will be implemented.

How the School will Evaluate the Progress of this Goal:

The data collected will be the results from the CELDT assessments and teacher evaluation, monitoring and feedback. SBAC test results will be used to determine progress toward the goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CURRICULUM, INSTRUCTION, AND INTERVENTION SUPPORT</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teachers, administrators, and other school support staff will engage in EL-related professional development to improve and implement high quality ELD and access to core instruction required with the CCSS for all students.</p> <p>Professional Learning Community (PLCs) meetings focused on EL student performance and improved learning.</p> <p>EL Catch-up plans for students identified and needing further intervention through our SST and progress monitoring</p> <p>Staff will review CCSS essential</p>	08/15/2018-05/30/2019	Teachers Administration	123: Translation support for meetings	2000-2999: Classified Personnel Salaries	El Support	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>standards and the new Smarter Balanced Assessment and site data to evaluate the needs of their students, align instruction with the new CCSS ELA/ELD standards, and determine specific ways to effectively deliver content.</p> <p>Measures: PLC essential questions Walkthrough data CELDT/ELPAC test</p>						
<p>PERSONNEL SUPPORT FOR CONTINUED ACHIEVEMENT OF ENGLISH LEARNERS</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>Teachers and Bilingual Para will support the CCSS with an instructional program for ELs with direct instructional support in the classroom.</p> <p>Teachers will provide curriculum and instructional support to all EL students. Specifically, the EL Bilingual Paraprofessional will work directly and indirectly with all staff to better meet the educational needs of our EL students.</p> <p>Ponderosa will have an active ELAC and participation by Ponderosa parents in DELAC.</p>	08/15/2018-05/30/2019	Administration Teachers Bilingual Paraprofessional Parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will support the implementation of a high-quality instructional program for ELLs as well as providing direct instructional support in the classroom to EL students. Ponderosa will also ensure that parents of ELs have opportunities to receive training delivered in the parents' primary language and to participate in DELAC activities:</p> <ul style="list-style-type: none"> • Home connections/parent support/translations Primary language support and tutoring <p>Analyze assessment results and make recommendations for the EL program and activities</p> <p>Measures:</p> <p>EL performance on academic grades and performance as determined by the classroom teacher.</p> <p>Improved participation in ELAC and DELAC.</p> <p>Analysis and Monitoring of Faculty Meeting agendas/minutes.</p> <p>Informal and Formal Walkthrough data.</p> <p>CELDT</p>						
<p>TARGETED EL STUDENT SUPPORT</p> <p>Means of Achievement:</p>	08/15/2018-05/30/2019	Teachers Support Staff Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instruction strategies and materials</p> <p>Task: 1. Provide direct support to EL students by using research-based instructional practices and materials. This support will occur in addition to required EL instruction.</p> <p>2. Ongoing professional development on new curriculum, including Time for Kids</p> <p>3. Hardware to utilize digital library.</p> <p>Measures: CELDT results Embedded assessments Walkthrough data EL monitoring forms RFEP Academic Catch-up plans Parent feedback determining growth and success of program goals. Class performance-formal and informal</p>		Parents				
<p>SUPPLEMENTAL MATERIALS AND SUPPORT</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Purchase hardware and software for specific use by English Language Learners. Assisted learning opportunities include: Reader Naturally Live Accelerated Reader</p>	08/15/2018-05/30/2019	Teachers Parents Administration Bilingual Paraprofessional	123: Hardware	4000-4999: Books And Supplies	El Support	1,900.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math in a Flash English in a Flash Learning A-Z Smarty Ants Measures: Improvement based on assessments provided by the software.						

Planned Improvements in Student Performance

School Goal #5

SUBJECT: SPECIAL EDUCATION
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens. LCAP Priorities: 3 - Parent Involvement 6 - School Climate 7 - Course Access 4 - Pupil Achievement 5 - Pupil Engagement 2 - Implementation of State Standards LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #5:
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS By May of 2019, the 3-5 cohort will increase by 10 points as measured by CAASPP. By May of 2019, the percentage of students in grades K-2 who scored below grade level by one or more grades will decrease by 3% as measured by the Fountas and Pinnell scores that are administered three times a year. Strategy: The strategies and techniques will include the following: enhanced, consistent and on-going teacher collaboration and work with the principal, data analysis and conversation/planning "at and across" the grade levels. General Education and Special Education teachers will collaborate and identify better ways to improve student learning for all Special Education and General Education students.
Data Used to Form this Goal:
CAASPP data results from 2017-2018 along with formal and informal assessments
Findings from the Analysis of this Data:
School data shows that not all students are meeting standards as measured by the SBAC and alternative assessments, including the CAA.
How the School will Evaluate the Progress of this Goal:
Electronic data collection and recording disaggregated by Special Education and instructional setting (Mainstream, Academic Support, or Academic Instruction); academic

conferencing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RESPONSE TO INTERVENTION</p> <p>Means of Achievement: Extended learning time</p> <p>Task: SST Team will meet with teachers to modify classroom instruction to best meet the needs of all students. The team will observe in classrooms, schedule regular SST meetings with a roving sub, collaborate with teacher and parents, and create specific goals to be monitored by the classroom teacher.</p> <p>Tier II Interventions will supports students in progress towards grade-level standards.</p> <p>Measures:</p> <p>Progress monitor by: Fountas and Pinnell Rime Magic STAR Reading and Math Individual Goals Progress:Smarty Ants/IXL/AR Read Naturally Formal and Informal Assessments Smarter Balance Embedded Assessments</p>	08/15/2018-05/30/2019	Teachers Support Staff Parents Administration	180: Support staff person	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,770.00
<p>PEER TUTORS</p> <p>Means of Achievement: Increased educational opportunity</p>	08/15/2018-05/30/2019	Students Teachers Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task: Fifth grade students serve as peer tutors.</p> <p>Measures: Teacher observation and assessments.</p>						
<p>IMPROVE STUDENT ENGAGEMENT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Actively engage students during instructional delivery time. Use EDI strategies to check for understanding in lesson design and facilitation. Provides students with tools to increase focus on instruction: wobble seats, weighted lap pillows, bands, fidgets, etc.</p> <p>Measures: Walkthroughs: Informal and Formal Observations Collaboration Reports</p>	08/15/2018-05/31/2019	Teachers Support Staff Administration	070: Focus tools	4000-4999: Books And Supplies	Site Discretionary	1,400.00
<p>COMPUTER ASSISTED LEARNING</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Using the CA State Board approved</p>	08/15/2018-05/30/2019	General Education and Special Education Teachers Administration Technology Department TOSA	180: Computer Assisted Learning Programs	4000-4999: Books And Supplies	LCAP At-Risk Student Support	3,741.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>curriculum, District adopted programs, students will access the digital path/interactive learning lessons to enhance and develop learning. Students will be using supplemental computer programs.</p> <p>Students will improve their skills in Reading/Language Arts, Mathematics and general computer skills using AR, Math in a Flash, English in a Flash, Starfall, Smarty Ants, IXL, Google Apps for Education and other programs to improve student achievement.</p> <p>Our school will continue to purchase both software and hardware to assist us in meeting these goals and objectives.</p> <p>Measures: Progress monitoring with various programs Students ability to navigate Google Application Smarter-Balance Practice tests</p>						
<p>IEP TEAM MEETINGS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Parents, teachers, learning specialist, therapists and administration will meet to discuss goals as needed in addition to Annual and Triennial IEP Meetings.</p>	08/15/2018-05/30/2019	Teachers Parents Administrators Learning Specialists Therapist	070: Sub pay and teacher compensation for IEP meeting outside of the school day.	2000-2999: Classified Personnel Salaries	Site Discretionary	1,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In addition to Annual and Triennial IEP Meetings, parents, teachers, learning specialist, therapist and administration will meet as needed to discuss goals and academic progress.</p> <p>Measures: Progress towards goals will measure student achievement.</p>						

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT: SCHOOL CLIMATE/PARENT ENGAGEMENT
LEA/LCAP GOAL:
LEA Goal: All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.
LCAP Priorities: 3 - Parent Involvement 6 - School Climate 4 - Pupil Achievement 5 - Pupil Engagement 8 - Other Pupil Outcomes
LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #6:
ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS All students will be provided with a positive school culture and climate structured to enhance learning and prevent at-risk behaviors. By May 2019, 90% of staff will be trained in PAXIS. Strategy: The strategy to enhance improved school climate will include a multi-tiered approach: Students personal and academic growth; including social and emotional growth will be incorporated and as our major school wide objective. Research indicates that students need to feel good about their schools, their families and friends, and certainly themselves if student growth is to be enhanced. Strategies for improvement will include: Faculty and Staff/Parent/Community Conversations, guest speakers, enhanced play space for Kinder students and SSC will meet to discuss ways to improve student learning. Timelines will be identified, monitored and reviewed for evaluation and success.
Data Used to Form this Goal:
The data used to form this goal was qualitative and quantitative. The quantitative data is as follows: attendance data, surveys from families, and suspension data. The qualitative data is as follows: discussions with staff, the school culture and climate qualitative data, RTI (Response to Intervention) meetings and SST (Student Study Team) meetings. Soul Shoppe training and workshops will continue to give strategies to students and staff. PAX will be used school-wide.

Findings from the Analysis of this Data:

This is a goal that the stakeholders at Ponderosa School have been dedicated to for several years. It reflects the values of the Ponderosa stakeholders in terms of providing our students with a positive learning environment. Attendance is important to the stakeholders of Ponderosa School because when our students are not in school, they are missing valuable instruction and services. School culture and climate is also a district concern and Ponderosa School has been represented at the District Culture and Climate committee meetings.

How the School will Evaluate the Progress of this Goal:

Attendance, discipline records, office referrals, STAR Vista and Beacon Therapeutics will be evaluated on a monthly basis. Teacher feedback will be during SST meetings, and parent feedback will be requested at PTA meetings. Principal and teacher will discuss observations of students to determine progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SCHOOL CLIMATE THAT ENHANCES STUDENT LEARNING AND ACHIEVEMENT TIER I</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: In order to enhance, develop, and maintain improved student achievement the following support positive behavior:</p> <p>Perfect Attendance Awards</p> <p>Panther Sighting-Caught Being Good</p> <p>GREAT Program participation - grade 5</p> <p>Super Kid-Character trait Awards</p> <p>Panther Points-emphasis on school rules</p> <p>Accelerated Reader-Personal Goal Achievement</p> <p>PAXIS Classroom</p>	08/15/2018-05/30/2019	Teachers Administrators Support Staff Parents Principal Lunch Supervisors	<p>180: Student Incentives</p> <p>180: Soul Shoppe Parent Night</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>400.00</p> <p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Soul Shoppe Practices</p> <p>Students and will attend three assemblies on conflict resolution and choices for handling frustration, disagreement and disappointment.</p> <p>Measures: The teachers, parents and principal will see the following with a clear, consistent and regularly monitored school wide behavior plan:</p> <ol style="list-style-type: none"> 1. Decrease in referrals to principal 2. Students seeking attention for positive behaviors 3. Emphasis on positive behavior and progressive discipline 4. Improved student attendance 						
<p>SAFE SCHOOL ENVIRONMENT</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: The specific goal is to ensure student and parent safety arriving and leaving school on a daily basis. Ponderosa Elementary School will fund a crossing guard through All City Management. Signage will give clear direction and a walkie-talkie system will be used for communication.</p> <p>Measures: Student Safety Congestion Traffic Flow</p>	08/15/2018-05/30/2019	Administration Teachers Staff	365: Crossing Guard	5800: Professional/Consulting Services And Operating Expenditures	Gift Fund	16,000.00

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>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teachers and Staff will be trained by Soul Shoppe to promote a positive environment and improve. Training will include supporting students with:</p> <ol style="list-style-type: none"> 1. Conflict management 2. Self-regulation 3. Positive choices <p>Measures: Teacher and staff referring students to the office Behavior incidents</p>	08/15/2018-05/30/2019	Administration Teachers Support Staff Lunch Supervisors				
<p>POSITIVE BEHAVIOR TIER I</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: .</p> <p>PAX Good behavior Game will be implemented in all grade levels.</p> <p>Measures: Behavioral referrals and disciplinary actions by area as measured by Infinite Campus.</p>	08/15/2018-05/31/2019	Teachers Students Parents	PAX Materials			
<p>MAINTAINING A SAFE AND CLEAN ENVIRONMENT</p>	08/15/2018-05/30/2019	Custodian Secretary Administration	759: Custodial Supplies	4000-4999: Books And Supplies	Site Allocation	8,300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Custodial Supplies will be ordered to maintain a neat and safe learning environment for all students, staff and parents.</p> <p>Measures: Cleaning fluids, paper goods will be well-stocked to immediately replace items on a daily basis.</p>						
<p>PARENT COMMUNICATION</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Ponderosa Elementary School will communicate with parents via Peachjar, printed flyers and posters, reports cards, emergency Forms, and other forms of written communication.</p> <p>Measures: Weekly Hip Pocket Mail and specific communication due to student progress and/or well-being</p>	08/15/2018-05/30/2019	Office Staff Administration Teachers Students Parents	070: Printed Envelopes and Forms	4000-4999: Books And Supplies	Site Discretionary	4,000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	29050.	0.00
Instructional Media	383.	0.00
Site Allocation	8300.	0.00
El Support	16148.	0.00
LCAP At-Risk Student Support	37496.	0.00
Gift Fund	28750.	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	16,148.00
Gift Fund	28,750.00
Instructional Media	383.00
LCAP At-Risk Student Support	37,496.00
Site Allocation	8,300.00
Site Discretionary	29,050.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	18,205.00
2000-2999: Classified Personnel Salaries	3,050.00
4000-4999: Books And Supplies	75,755.00
5800: Professional/Consulting Services And Operating	23,117.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	El Support	1,850.00
4000-4999: Books And Supplies	El Support	8,181.00
5800: Professional/Consulting Services	El Support	6,117.00
4000-4999: Books And Supplies	Gift Fund	12,750.00
5800: Professional/Consulting Services	Gift Fund	16,000.00
4000-4999: Books And Supplies	Instructional Media	383.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	18,205.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	18,291.00
5800: Professional/Consulting Services	LCAP At-Risk Student Support	1,000.00
4000-4999: Books And Supplies	Site Allocation	8,300.00
2000-2999: Classified Personnel Salaries	Site Discretionary	1,200.00
4000-4999: Books And Supplies	Site Discretionary	27,850.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,386.00
Goal 2	29,782.00
Goal 3	13,748.00
Goal 4	2,400.00
Goal 5	8,111.00
Goal 6	29,700.00

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
Andrea Isla			X		
Mark Cox				X	
Melanie Stauffer				X	
Vaughn Hyndman				X	
Julie Erskine	X				
Sarah Wydler		X			
Danielle Webber		X			
Sean Garrone				X	
Numbers of members of each category:	1	2	1	4	

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.