

The School Plan for Student Achievement

School: Skyline Elementary School
CDS Code: 41690706045132
District: South San Francisco Unified School District
Principal: Monica Nagy
Revision Date: 01/18/2017

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

Skyline Elementary School's Vision and Mission Statements

As part of our continual improvement process we are updating the school vision and mission statements, and creating student learning expectations. Our vision is "At Skyline We Grow Readers and Leaders!"

The mission of Skyline School is to promote the embodiment of our student learning expectations- Skyline Students are: Committed, Academic Learners; Active, responsible citizens; and Creative Thinkers/Problem Solvers.

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	71	65	67	71	63	64	71	63	63	100	96.9	95.5
Grade 4	67	62	64	66	62	63	64	62	63	98.5	100	98.4
Grade 5	63	65	63	63	64	62	63	63	62	100	98.5	98.4
All Grades	201	192	194	200	189	189	198	188	188	99.5	98.4	97.4

* 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		
	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	2424.4	2418.3	2451.6	17	23.81	42.86	25	22.22	19.05	38	26.98	12.70	20	26.98	25.40
Grade 4	2464.6	2449.6	2454.8	27	16.13	14.29	14	19.35	25.40	31	30.65	34.92	28	33.87	25.40
Grade 5	2517.6	2509.4	2501.4	21	20.63	20.97	41	36.51	27.42	25	22.22	20.97	13	20.63	30.65
All Grades	N/A	N/A	N/A	21	20.21	26.06	27	26.06	23.94	32	26.60	22.87	20	27.13	27.13

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	20	19.05	43.55	51	44.44	32.26	30	36.51	24.19
Grade 4	19	17.74	12.70	60	54.84	65.08	21	27.42	22.22
Grade 5	27	24.59	22.95	54	50.82	49.18	19	24.59	27.87
All Grades	22	20.43	26.34	55	50.00	48.92	23	29.57	24.73

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	20	31.15	35.48	53	37.70	41.94	27	31.15	22.58
Grade 4	17	14.52	22.22	57	54.84	50.79	25	30.65	26.98
Grade 5	31	30.65	33.90	51	48.39	42.37	18	20.97	23.73
All Grades	23	25.41	30.43	54	47.03	45.11	24	27.57	24.46

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	17	20.63	35.48	70	60.32	53.23	13	19.05	11.29
Grade 4	14	12.90	9.52	71	62.90	76.19	14	24.19	14.29
Grade 5	16	24.19	16.39	76	64.52	63.93	8	11.29	19.67
All Grades	16	19.25	20.43	73	62.57	64.52	12	18.18	15.05

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	23	28.57	41.94	59	44.44	37.10	18	26.98	20.97
Grade 4	28	16.13	12.70	54	58.06	63.49	18	25.81	23.81
Grade 5	37	31.15	32.79	56	55.74	42.62	8	13.11	24.59
All Grades	29	25.27	29.03	56	52.69	47.85	15	22.04	23.12

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	71	64	67	71	62	65	71	62	65	100	96.9	97
Grade 4	67	62	64	66	61	62	65	61	62	98.5	98.4	96.9
Grade 5	63	65	62	63	65	60	61	65	60	100	100	96.8
All Grades	201	191	193	200	188	187	197	188	187	99.5	98.4	96.9

* 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		
	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	2455.0	2462.3	2460.4	27	29.03	36.92	32	37.10	23.08	28	14.52	24.62	13	19.35	15.38
Grade 4	2496.4	2507.6	2500.3	25	27.87	32.26	34	37.70	24.19	31	27.87	30.65	11	6.56	12.90
Grade 5	2515.2	2509.1	2521.3	18	16.92	26.67	30	29.23	20.00	34	30.77	30.00	18	23.08	23.33
All Grades	N/A	N/A	N/A	23	24.47	32.09	32	34.57	22.46	31	24.47	28.34	14	16.49	17.11

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	42	58.06	47.69	41	20.97	32.31	17	20.97	20.00	
Grade 4	42	52.46	46.77	35	32.79	35.48	23	14.75	17.74	
Grade 5	26	26.15	30.51	39	35.38	35.59	34	38.46	33.90	
All Grades	37	45.21	41.94	39	29.79	34.41	24	25.00	23.66	

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	41	38.71	44.62	38	48.39	35.38	21	12.90	20.00
Grade 4	35	26.23	20.97	40	57.38	54.84	25	16.39	24.19
Grade 5	15	23.08	28.33	56	47.69	43.33	30	29.23	28.33
All Grades	31	29.26	31.55	44	51.06	44.39	25	19.68	24.06

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	34	35.48	46.15	58	50.00	40.00	8	14.52	13.85
Grade 4	30	37.70	29.03	48	45.90	50.00	22	16.39	20.97
Grade 5	13	21.54	22.03	61	47.69	52.54	26	30.77	25.42
All Grades	26	31.38	32.80	56	47.87	47.31	18	20.74	19.89

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
424	35.1%	18.2%	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	77	18.2%
Foster Youth	1	0.2%
Socioeconomically Disadvantaged	149	35.1%
Students with Disabilities	3	0.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4%
Asian	77	18.2%
Filipino	194	45.8%
Hispanic	80	18.9%
Two or More Races	36	8.5%
Pacific Islander	12	2.8%
White	19	4.5%






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="212 409 453 436">English Language Arts</p>  <p data-bbox="298 489 365 516">Green</p>	<p data-bbox="695 409 925 436">Chronic Absenteeism</p>  <p data-bbox="769 489 852 516">Orange</p>	<p data-bbox="1198 409 1380 436">Suspension Rate</p>  <p data-bbox="1256 489 1323 516">Green</p>
<p data-bbox="261 606 406 634">Mathematics</p>  <p data-bbox="298 686 365 714">Green</p>		
<p data-bbox="199 804 467 831">English Learner Progress</p>  <p data-bbox="212 884 454 911">No Performance Color</p>		

Conclusions based on this data:

- 1.

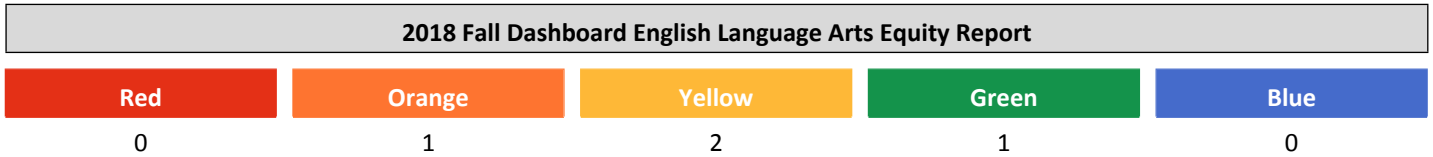
School and Student Performance Data

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		
<p>All Students</p>  <p>Green</p> <p>1.6 points above standard</p> <p>Increased 11.4 points</p> <p>182 students</p>	<p>English Learners</p>  <p>Orange</p> <p>15.2 points below standard</p> <p>Maintained -1 points</p> <p>60 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>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>25.6 points below standard</p> <p>Increased 6.1 points</p> <p>77 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>

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 2 students	 No Performance Color 0 Students	 No Performance Color 25.3 points above standard Increased 9.7 points 28 students	 Green 15.8 points above standard Increased 14.9 points 77 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.8 points below standard Increased 14.5 points 36 students	 No Performance Color 0.1 points above standard Declined -9.8 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 9.9 points above standard Increased 51 points 12 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
10.9 points below standard Increased 13.9 points 58 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	8.8 points above standard Increased 17.2 points 119 students

Conclusions based on this data:

- 1.

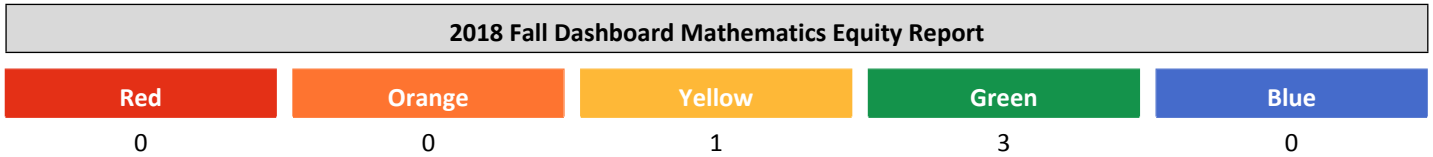
School and Student Performance Data

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>13.5 points above standard</p> <p>Maintained 2.5 points</p> <p>180 students</p>	<p>English Learners</p>  <p>Green</p> <p>2.7 points above standard</p> <p>Declined -10.1 points</p> <p>58 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>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.5 points below standard</p> <p>Increased 9.8 points</p> <p>74 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 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 2 students	 No Performance Color 0 Students	 No Performance Color 43.8 points above standard Maintained -0.1 points 28 students	 Green 20.7 points above standard Increased 3.6 points 76 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33 points below standard Increased 4.4 points 35 students	 No Performance Color 25.8 points above standard Increased 8.4 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 18.7 points above standard Maintained 1.3 points 12 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
4.3 points above standard Declined -11.7 points 57 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	19.2 points above standard Increased 9.2 points 119 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
75	61.3%	30.7%	4%	4%

Conclusions based on this data:

1.

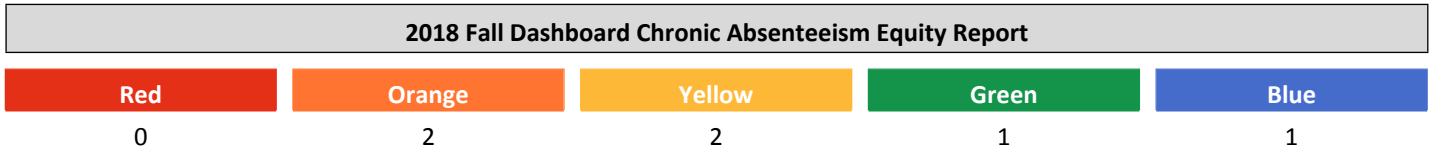
School and Student Performance Data

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>Orange</p> <p>9.4% chronically absent</p> <p>Increased 0.6%</p> <p>437 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>6.3% chronically absent</p> <p>Maintained 0.4%</p> <p>79 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>13.7% chronically absent</p> <p>Declined 1.6%</p> <p>175 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>25% chronically absent</p> <p>16 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 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.3% chronically absent Maintained 0.3% 79 students	 Orange 8.6% chronically absent Increased 1.6% 197 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.3% chronically absent Increased 3.3% 86 students	 Green 2.8% chronically absent Maintained 0.1% 36 students	 No Performance Color 33.3% chronically absent Increased 8.3% 12 students	 No Performance Color 0% chronically absent Declined 9.1% 20 students

Conclusions based on this data:

- 1.

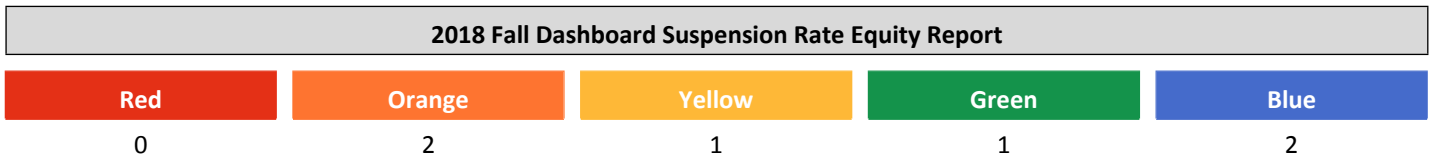
School and Student Performance Data

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>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.5%</p> <p>439 students</p>	<p>English Learners</p>  <p>Orange</p> <p>1.3% suspended at least once</p> <p>Increased 1.3%</p> <p>79 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>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>0.6% suspended at least once</p> <p>Increased 0.6%</p> <p>176 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>16 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 80 students	 Green 0.5% suspended at least once Increased 0.5% 197 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 86 students	 Orange 2.7% suspended at least once Increased 2.7% 37 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students	 No Performance Color 0% suspended at least once Maintained 0% 20 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% 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:
<p>LEA Goal: All students will reach high standards, at a minimum attaining Proficient on CAASSP Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.</p> <p>LCAP Priorities: 4 - Pupil Achievement</p> <p>LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.</p>
SCHOOL GOAL #1:
<p>INSTRUCTIONAL PROGRAM: READING/LANGUAGE ARTS (INCLUDING INTERVENTIONS)</p> <p>By the end of the 2018-2019 school year, our students will score 73% proficient on the district benchmark test.</p> <p>Strategy: Fountas & Pinnell Readers Workshop and Writer's Workshop will be used with students in the classroom.</p>
Data Used to Form this Goal:
Assessment results from F&P will assist us in forming our goal for ELA achievement.
Findings from the Analysis of this Data:
Our school district is in year 3 program improvement and therefore each school must make every effort to continue to raise achievement levels in all content areas
How the School will Evaluate the Progress of this Goal:
Grade levels will work in PLC's to evaluate student progress & Differentiation of instruction to assist student growth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
OVERALL ELA PERFORMANCE- INCLUDING INTERVENTIONS	08/16/2018-06/01/2019	teachers, principal, students, parents				

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: Students will increase their overall performance on the English Language Arts assessments. Teachers will be using adopted curriculum, with fidelity, as well as considering priority standards in their instruction. LCAP Goal 1 Action 14</p> <p>Measures: Pre-referral SST meetings will identify those students who may need additional instruction and monitoring during the school year. Ongoing district and classroom assessments will provide progress monitoring.</p>						
<p>LIBRARY MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: We will increase the number of book titles in the library for students to access. Goal 1 Action 25</p> <p>Measures: Students will have weekly access to the school library to check out and exchange books.</p>	08/16/2018-06/01/2019	Library/ Media Tech, teachers, administrator	Books and Library Supplies Instructional media 451	4000-4999: Books And Supplies	Instructional Media	375.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>STAFF DEVELOPMENT Essential STANDARDS and Differentiated Instruction & RTI</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Staff development in the Essential Standards, RTI and Differentiated Instruction</p> <p>Measures: Staff surveys will provide the comfort level teachers have with the Essential Standards as well as the RTI process, Differentiated Instruction and PLC work</p>	08/16/2018-06/01/2019	Teachers, Principal, District staff, Instructional Leadership Team	Teacher Training & Meeting Time LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	2000
<p>INTERVENTIONS AND SUPPORT</p> <p>Means of Achievement: Extended learning time</p> <p>Task: Small group before and after school intervention sessions offered by various teachers to support LEA LCAP Goal 1 Action 22</p> <p>Measures: District and classroom assessments, teacher observations will inform our work and help us to refine the practices used to meet their needs</p>	08/16/2018-06/01/2019	teachers, principal, office staff, students	Daly City Peninsula Partnership LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	6,000.00
<p>RENEW SUBSCRIPTION TO ACCELERATED READER</p> <p>Means of Achievement: Alignment of</p>	08/16/2018-06/01/2019	Principal, teachers, students and parents.	cost for subscription LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>instruction with content standards</p> <p>Task: Skyline School will purchase a yearly subscription to the Accelerated Reader Enterprise system. This will include access to the STAR Reading test, comprehension quizzes and assessment data to monitor student's progress in reading. The school library books and classroom libraries will need to be leveled and labeled with the book level, quiz number and point value. Incentive programs will be created to encourage and celebrate excellence within the AR program. This will be accomplished through prizes, certificates and public acknowledgement at our morning flag ceremony.</p> <p>LCAP Goal 1 Action 1</p> <p>Measures: STAR reading tests will be administered no fewer than 3 times a year. The district assessments will give us further data for monitoring student progress in reading fluency, comprehension and vocabulary development.</p>						

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 Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. LCAP Priorities: 4 - Pupil Achievement LCAP Goal: Not Aligned
SCHOOL GOAL #2:
INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS) By the end of the 2018-2019 school year, our students will attain the percentage of proficient/advanced to 70% on the District Benchmark tests. Strategy: All teachers are implementing the new Math curriculum with fidelity.
Data Used to Form this Goal:
Data was used from the CASSPP assessments to come up with the goal.
Findings from the Analysis of this Data:
Our data analysis revealed that many of our students are not proficient or advanced at Mathematics therefore we need to improve in that area.
How the School will Evaluate the Progress of this Goal:
Grade levels will meet in PLC groups to evaluate our progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>OVERALL MATH PERFORMANCE- INCLUDING INTERVENTIONS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Continue to develop teacher confidence in the newly adopted Math program so that it is implemented with fidelity. Develop teacher comfort with PLC planning and developing common formative assessments in order to gain a better understanding of student achievement. LCAP Goal 1 Action 9</p> <p>Measures: District and classroom assessments, teacher observation and use of common formative assessments will help teachers identify if students have mastered the standards.</p>	08/16/2018-06/01/2019	Teachers, principal, students	Teacher Planning & PLC Meeting Time Site discretionary 070	1000-1999: Certificated Personnel Salaries	Site Discretionary	1,000.00
<p>PROFESSIONAL DEVELOPMENT on ESSENTIAL STANDARDS</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Teachers will work in grade level PLC teams to develop common formative assessments that will be reviewed during PLC time. These assessments will be used to monitor student growth and effective teaching. These sessions will take place during</p>	08/16/2018-06/01/2019	Principal, Teachers, C&I Specialists				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>common planning time and other specified meeting dates/times throughout the year. LCAP Goal 2 Action 2</p> <p>Measures: Teachers will be expected to understand common formative assessments and how to use the information to modify their teaching and response to student performance.</p>						

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/ELPAC). LCAP Priorities: 4 - Pupil Achievement LCAP Goal: Not Aligned
SCHOOL GOAL #3:
INCREASE STUDENT REDESIGNATION By the end of the 2018-2019 school year we will increase our student re-designation of English Language Learners by 25%. Strategy: By using SDAIE strategies and other methods, teachers will increase students' English Language abilities in order to re designate them when CELDT tested.
Data Used to Form this Goal:
Results on the 2017-2018 CASSPP and CELDT/ELPAC tests for 2016-2018 will be analyzed along with Report Card results to determine which students are achieving proficiency in English Language Arts and are ready for re-designation.
Findings from the Analysis of this Data:
We are intent to increase our students who are reclassified as English Proficient.
How the School will Evaluate the Progress of this Goal:
Periodic meetings with the classroom teachers and the ELD teacher will allow us to monitor the progress of the students. We will utilize the districts academic conferencing protocol for all district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ENGLISH LANG. DEV</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Target instruction for our ELL students by focusing on specific content language objectives and collaboration between the ELD teacher and the classroom teacher. The goal is to increase student's ability to be re-designated and achieve at high levels in their regular classroom. LCAP Goal 1 Action 4</p> <p>Measures: CELDT/ELPAC Data District Benchmark on ELA</p>	08/16/2018-06/01/2019	principal, classroom teachers, ELD teacher	<p>Before & After School Intervention LCAP 180</p> <p>Before & After School Intervention Site discretionary</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p>	<p>4,000.00</p> <p>1,000</p>
<p>PROGRESS MONITORING OF ELD STUDENTS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: The ELD teacher-aide, classroom teacher and administrator will work in collaboration to monitor student's progress in English Language Development and with the classroom standards. The goal is to continue to re-designate students to Fluent English Proficient and perform at</p>	08/16/2018-06/01/2019	Classroom Teacher, ELD teacher-Aide, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>proficient or advanced on the CASSPP. LCAP Goal 1 Action 4</p> <p>Measures: CELDT data, CAASPP results, classroom observations and student work samples.</p>						
<p>STAFF DEVELOPMENT FOR ELD AND NEW STANDARDS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: The teachers will receive development on strategies to maximize the learning of their ELD students within the general classroom setting. Teachers will be exposed to the benefits of RTI methodologies and how they are good for all learners including those with a home language other than English. Staff Development will also include Kate Kinsella training be provided by Kate Kinsella, the administrator, staff and district personnel (if available).. GLAD Training Academic Vocabulary Training is also being offered to teachers LCAP Goal 1 Action 4</p> <p>Measures: Teacher observation and collaboration with the ELD Teacher-Aide along with frequent data</p>	08/16/2018-06/01/2019	Principal, ELD Teacher, classroom teachers, ELD Teacher-Aide				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
analysis meetings will allow us to monitor student progress.						

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/ELPAC 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)/ELPAC.
LCAP Priorities: 4 - Pupil Achievement
LCAP Goal: Not Aligned
SCHOOL GOAL #4:
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELLS-CENTRALIZED SERVICES <ul style="list-style-type: none">Includes: Target group(s) participating in this goal; Performance gains expected for these students; Means of monitoring program implementation and results; Means of evaluating progress toward this goal; Group data needed to measure academic gains) Goal 3a: A minimum of 63.5% of English Learners will make at least one level of growth in English Proficiency as measured by the CELDT(AMAO #1) Goal 3b: A minimum of 26.7% of students receiving ELD services for less than five years will reach English Proficiency as measured by the CELDT(Overall of 4 or 5 with subsets at 3 or above) (AMAO #2) Goal 3c: A minimum of 54.7% of students receiving ELD services for five years or more will reach English Proficiency as measured by the CELDT(Overall of 4 or 5 with subsets at 3 or above) (AMAO #2) Strategy: Reviewing data and using appropriate instructional strategies to enhance the student experience.
Data Used to Form this Goal:
Reviewing assessment data from CELDT/ELPAC or CAASPP Groups participating in this goal (e.g., students, parents, teachers, administrators): All ELL students as well as those not scoring proficient on state exams.
Findings from the Analysis of this Data:
It is anticipated that each group will make 10% gains over the previous years data

How the School will Evaluate the Progress of this Goal:

ELL students and students not scoring proficient on CAASPP

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</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: 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.. Measures: CELDT/ELPAC scores, student engagement in academic conversations during class. LCAP Goal 1 Action 4</p> <p>Measures: CELDT scores, student engagement in academic conversations during class, walkthrough visit observation data.</p>	08/16/2018-06/01/2019		Books & Materials LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	4,000.00
<p>PERSONNEL SUPPORT FOR THE CONTINUED ACHIEVEMENT OF ENGLISH LEARNERS</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: 1. Staff will support the implementation of a high-quality instructional program for ELs as well</p>	08/16/2018-06/01/2019	All staff	Supplies/books for ELL's LCAP 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	5,660.00
			Tutoring for students LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	5,460.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>as providing direct instructional support in the classroom to ELs.</p> <p>2. Sites will also ensure that parents of ELs have opportunities to receive training delivered in the parents' primary language</p> <ul style="list-style-type: none"> and to participate in ELAC activities: Home connections/parent support/translations Primary language support and tutoring <p>3. Analyze assessment results and make recommendations for the EL program and activities</p> <p>4. LCAP Goal 1 Action 4</p> <p>Measures:</p> <p>EL student grades and attendance data as well as Reclassification data from ELPAC</p>						
<p>SUPPLEMENTAL MATERIALS AND SUPPORT</p> <p>Means of Achievement: Improvement of instruction strategies and materials</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</p>	08/16/2017806/01/2019	Principals, Teachers	Supplies/Books for ELL's Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	3,856.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided for English Learners to address and remedy the academic and linguistic deficits of identified ELs.</p> <p>3. LCAP Goal 1 Action 1</p> <p>Measures: Grades, CELDT/ELPAC, Progress Monitoring Reports</p>						

Planned Improvements in Student Performance

School Goal #5

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: 5 - Pupil Engagement
LCAP Goal: Not Aligned
SCHOOL GOAL #5:
ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS Skyline school is dedicated to providing a safe learning environment for all students and faculty. By the end of the 2018-2019 school year, we will have decreased our student referrals and suspension totals to Zero. This will be accomplished with the addition of the Soul Shoppe character education program as well as the PAX Good Behavior Game which focused on helping student to self regulate their behavior. There will be 4 Soul Shoppe assemblies during the year as well as staff and parent training. Ongoing check in workshops will be provided by the principal.
Strategy: Consistent use of school-wide behavior program to decrease negative and increase positive behaviors
Data Used to Form this Goal:
Previous school year suspension totals were utilized to formulate this goal.
Findings from the Analysis of this Data:
The data revealed that many of the students lacked tangible tools to use when in a conflict or when experiencing harassment or bullying. We found that students needed scripts/language frames to assist them in being able to effectively communicate. The Soul Shoppe program provides that for the students. PAX Good Behavior Game helps with students being able to self regulate their behavior.
How the School will Evaluate the Progress of this Goal:
Suspension data will be used as well as office referral data to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PAX GBG & SOUL SHOPPE CHARACTER ED</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: The students of Skyline will receive 4 targeted character education workshops along with staff training and a parent education night. The Soul Shoppe company will deliver the workshops along with the school principal doing followup workshops when needed. The 4th and 5th grade will receive Leadership Training from the Soul Shoppe Trainers. They will support students in class and at morning and lunch recesses.</p> <p>17 Teachers also received PAX training over the past year and are using PAX in their classrooms. So far it has proven highly effective and other teachers are also interested in additional training opportunities. Goal 3 Action 1</p> <p>Measures: Classroom and office referrals will be monitored to see the effectiveness of the program. Teacher feedback and parent feedback will also serve as a means to monitor the program and help us plan for future use.</p>	08/16/2018-05/31/2019	Classroom teachers, school office staff, principal, PTA parents and students all play a part in the continued support of the PAX GBG and Soul Shoppe Programs.	<p>PAX Support Site discretionary 070</p> <p>Soul Shoppe Workshops/Teacher Training LCAP 180</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p>	<p>500.00</p> <p>4,500.00</p>
<p>STUDENT RECOGNITION</p> <p>Means of Achievement: Alignment of</p>	08/16/2018-05/31/2019	Teachers, Students, Principal	<p>Student Incentives Site discretionary 070</p>		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>instruction with content standards</p> <p>Task: Students have multiple opportunities to be recognized at Skyline. During our daily announcements and flag salute students are selected by their teacher to hold the flag in front of the school. We acknowledge student birthdays and each child receives a happy birthday certificate and pencil from the principal. Fifth grade students are acknowledged at their promotion ceremony for their academic, citizenship and attendance accomplishments throughout their career at Skyline. We also have "Skyline Cash" f(tickets) or students who are "caught behaving well" and we offer 3 "ticket days" where students can spend their earned cash to buy prizes.</p> <p>Goal 3 Action 1</p> <p>Measures: We monitor the frequency of student referrals and provide targeted instruction to students who need it. Our goal is to have proactive approaches to student behavior.</p>			<p>Student Incentives Site discretionary 070</p>		Site Discretionary	2,110.00
<p>AFTER SCHOOL PROGRAMS</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: We are able to offer a menu of after school programs at Skyline. Most are fee based and are at a low,</p>	08/16/2018-05/31/2019	Principal, Teachers, Parents, Students, Daly City Peninsula Partnership	Student Support LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,067.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>reasonable cost. Our families appreciate the opportunity these enrichment classes offer. Some are provided through our involvement with the Daly City Peninsula Partnership and others are offered by our school staff and only charge a materials fee. The following programs are offered at Skyline throughout the school year: Garden Art Club, Drumming, Bricks 4 Kidz Lego Engineering, Drumming, Mad Science, Edible Art, Solar Science Homework Club, and other options as they become available. LCAP Goal 1 Action 15</p> <p>Measures: Feedback from students and parents allows us to tailor our offerings to meet the needs of the community.</p>						
<p>SAFETY PREPAREDNESS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Staff will participate in several safety development trainings including First Aid/CPR, and Search & Rescue Training and other emergency preparedness. as necessary. Goal 2 Action 3</p> <p>Measures: Staff will be certified by the Red Cross in CPR and First Aid (if they choose to be certified) and will also receive Search & Rescue Training.</p>	08/16/2018-05/31/2019	Principal	Safety Training gift fund	5800: Professional/Consulting Services And Operating Expenditures	Gift Fund	395

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 and Principal will participate in relevant professional development opportunities in the form of educational conferences. Most notable PLC conference and SVMl Math Trainings. LCAP Goal 2 Action 3</p> <p>Measures: Principal and teachers will attend relevant educational conferences for the benefit of the school and will present information to staff. Most notably, the PLC conference, and SVMl Math Training.</p>	08/16/2018-05/31/2019	Principal and Teachers	PLC & Staff Meetings & Principals Prof Development		None Specified	0.0
<p>FIELD TRIPS</p> <p>Means of Achievement: Involvement of staff, parents and community</p>	08/16/2018-05/31/2019		Field Trips Site discretionary 070		Site Discretionary	4,000.00
			Field Trips & Student Recognition Gift fund		Gift Fund	1,985.00
<p>ADDITIONAL SUPPORT IN OFFICE</p> <p>Means of Achievement: Alignment of instruction with content standards</p>	08/16/2018-05/31/2019		Additional Office Support/Translation Site discretionary 070	2000-2999: Classified Personnel Salaries	Site Discretionary	4014
			Additional Office Support/Translation	2000-2999: Classified Personnel Salaries	Site Allocation	164

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Additional Office Support/Translation LCAP 180	2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	1622

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: Not Aligned
LCAP Priorities: 6 - School Climate
LCAP Goal: School Climate/Parent Engagement - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.
SCHOOL GOAL #6:
STUDENT SAFETY
Skyline will maintain a safe school yard with the help of Noon Supervision on the yard during lunch times. We also provide close supervision during recess times and at arrival and dismissal.
Data Used to Form this Goal:
We continue to have low student behavior referrals to the office and a very low suspension rate and this is partly due to the supervision and direction we offer students at the school site.
Findings from the Analysis of this Data:
Office referral and suspension rates.
How the School will Evaluate the Progress of this Goal:
Continue to monitor office referrals and suspension rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>NOON SUPERVISION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Noon supervisors will help to monitor students on the yard to ensure safety of students</p> <p>Measures: Review office referrals and suspension data</p>	08/16/2018-06/01/2019	Noon supervisors, Principal	Noon Supervision Staff Site discretionary 070	2000-2999: Classified Personnel Salaries	Site Discretionary	12,000.00
<p>CAMPUS CLEANLINESS</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: Keep Campus clean and safe for families and students</p> <p>Measures: Custodians & Principal will review campus daily to ensure cleanliness</p>	08/16/2018-06/01/2019	Custodians and Principal	Campus Cleanliness Site allocation 759	4000-4999: Books And Supplies	Site Allocation	8,480.00

Planned Improvements in Student Performance

School Goal #7

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: 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: 4 - Pupil Achievement
LCAP Goal: Not Aligned
SCHOOL GOAL #7:
INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS
By the end of the 2018-2019 school year, our students receiving Special Education will score 65% proficient or higher as compared with the general student body on the district benchmark and CAASPP exams.
Strategy: Continual reflection on student IEP goals and refining instruction to help them attain the goals/skills outlined in their IEP.
Data Used to Form this Goal:
Student data achievement reports and CAASPP reports
Findings from the Analysis of this Data:
Analysis revealed that the SpEd students are making annual growth, but still lag behind the school average. So, targeting our instruction to better help the students in achieving their IEP goals will translate to increased achievement overall.
How the School will Evaluate the Progress of this Goal:
Collaborative meetings, SpEd department meetings will take place to disaggregate the data and determine who is making adequate growth and who needs more support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ALIGNMENT OF SPED INSTRUCTION WITH GENERAL ED.</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Ongoing meetings through SST, faculty and PD sessions that help with the transitions between special education and general education- either entering or exiting special education services. Also training for staff to better understand the SST process and offering interventions to students in need will be offered through staff meetings. LCAP Goal 2 Action 6</p> <p>Measures: Track the students referred for the SST process and review their progress.</p>	08/16/2018-06/01/2019	Principal, Classroom Teachers, reading Specialist, School Psychologist, Speech Therapist & Academic Support Teacher				
<p>ONGOING PROFESSIONAL DEVELOPMENT FOR SPED TEACHERS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: All members of the SpEd team at Skyline participate in ongoing district-wide professional development during early release Wednesday meetings, Staff Development Days or site based check in meetings. The goal is to be kept up-to date on all changes within the RTI and IEP process which</p>	08/16/2018-06/01/2019	School Psychologist, Speech Therapist, Academic Support Provider, Principal, Reading Specialist.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>includes- identification, assessment, creation of goals, progress monitoring and criteria for exiting from special education. Furthermore, these teachers serve as invaluable resources to the staff in regards to working with students with learning difficulties, behavioral challenges and the like.</p> <p>LCAP Goal 2 Action 6</p> <p>Measures: Feedback from district personnel, monitoring of RTI and IEP files and auditing of files on a regular basis. Teachers are encouraged to make site visits to observe and collaborate with other educators in Special Education.</p>						

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	29680.	0.00
Instructional Media	391.	16.00
Site Allocation	8480.	-164.00
El Support	12190.	12,190.00
LCAP At-Risk Student Support	38309.	0.00
Gift Fund	2317.	-63.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Gift Fund	2,380.00
Instructional Media	375.00
LCAP At-Risk Student Support	38,309.00
None Specified	0.00
Site Allocation	8,644.00
Site Discretionary	29,680.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,985.00
1000-1999: Certificated Personnel Salaries	21,027.00
2000-2999: Classified Personnel Salaries	17,800.00
4000-4999: Books And Supplies	26,371.00
5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating	395.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Gift Fund	1,985.00
5800: Professional/Consulting Services	Gift Fund	395.00
4000-4999: Books And Supplies	Instructional Media	375.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	18,527.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	1,622.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	13,660.00
5000-5999: Services And Other Operating	LCAP At-Risk Student Support	4,500.00
	None Specified	0.00
2000-2999: Classified Personnel Salaries	Site Allocation	164.00
4000-4999: Books And Supplies	Site Allocation	8,480.00
	Site Discretionary	7,310.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	2,500.00
2000-2999: Classified Personnel Salaries	Site Discretionary	16,014.00
4000-4999: Books And Supplies	Site Discretionary	3,856.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,375.00
Goal 2	1,000.00
Goal 3	5,000.00
Goal 4	18,976.00
Goal 5	21,557.00
Goal 6	20,480.00

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
Monica L. Nagy	X				
Michelle Raymond			X		
Glenna Agabayani				X	
Louise Anderson		X			
Elena Jinzo		X			
Sharon Ching				X	
Janel Hadden				X	
Luann Daniel		X			
Other					
Numbers of members of each category:	1	3	1	3	

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.