

The Single Plan for Student Achievement

School: New Hope Elementary
CDS Code: 39-68619
District: New Hope Elementary School District
Principal: Janet Stemler
Revision Date: 06-19-17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 19, 2017.

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School Vision and Mission

New Hope Elementary's Vision and Mission Statements

It is the mission of the New Hope Elementary School District to provide our students with a broad, engaging, and comprehensive educational experience. We will promote and encourage responsible behavior, respect for self and others, and guide our students on their journey toward being tolerant, productive, and educated members of the community.

We believe that all children in this district will:

- (1) Meet or exceed our high expectations of achievement and conduct
- (2) Have extended learning opportunities
- (3) Be exposed to successful adults in the community
- (4) Be encouraged to reach their potential (educationally, socially, and emotionally)
- (5) Have a wonderful opportunity to grow and learn to take responsibility for their own choices
- (6) Feel safe, secure, supported, and empowered
- (7) Know what it takes to reach their individual goals
- (8) Have equal access to educational opportunities

School Profile

New Hope Elementary School District is a small, rural, single school district located in northern San Joaquin County and serves Transitional Kindergarten through Eighth grade. The Staff and Community take great pride in our reputation for providing instruction tailored to meet the needs of our diverse population. Our largest sub-group is Hispanic or Latino which comprises about 86% of our student body. Our English learners make-up 55% of our student body. We are a Title 1 and Provision II district serving the needs of our low socioeconomic students (96%). There are 14 full time certificated teachers providing quality instructional services to our students. There are eight paraprofessionals providing support to teachers, as well as students, and parents. The entire staff works collaboratively to provide a safe, nurturing, and educational environment. English Language Development (ELD) continues to be our educational focus with staff working closely with a coach on implementing Common Core State Standards in a differentiated manner; so all students have access to the core curriculum. Through the coaching model, the staff is using research based curriculum to deliver lessons with proven successful instructional strategies. Students are encouraged to become the best person they can be; to develop and exemplify good character traits, while setting the best example for themselves and their community. The safety of our students is of the highest priority. Safety Drills are conducted on a monthly basis, and bullying of any type is not tolerated. New Hope Elementary also houses the Thornton Community Center, which is funded by the Human Services Agency of San Joaquin County. The Thornton Community Center offers assistance to families in need, and provides student centered activities throughout the year, including a Summer enrichment program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent, student, staff, and community survey was conducted during the month of May 2017. Results are not available at the time.

Classroom Observations

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

Teacher and student classroom observations are conducted on an ongoing basis throughout the school year. As New Hope Elementary strives to obtain new heights in their teaching methodologies and student achievement, formal and informal

observations and assessments are a necessary part of our evaluation process. Regularly scheduled staff meetings and professional learning provide the staff opportunities for collaboration, advancement and growth. Thematic units have provided students with structured writing and learning, thus providing teachers with opportunities to make adjustments and increase rigor as students meet state standards. School wide writing samples and essays are mandated at scheduled intervals throughout the year. Writing samples are evaluated by teachers and the superintendent/principal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At the beginning of each year, all stakeholders will review and discuss CAASPP scores from the Spring of 2017. Stakeholders will provide feedback and work with administration to create a strategic plan of action.

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

Throughout the school year teachers will use formal and informal assessments to review student achievement, and modify teaching methods and implement strategies to accommodate the needs of all students.

Staffing and Professional Development

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

Staff Meetings and Collaboration Days are Held on a Regular Schedule Throughout the Year.

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

Through the LCAP Process, Additional Materials, Services, and Professional Learning has been Budgeted.

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

Review of State Assessments, and Stakeholder Input Help Determine Student Needs and Areas for Growth.

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

Ongoing Teacher Collaboration, Professional Learning, Lesson Planning, and Coaching Ensure Teachers are Teaching to the Common Core State Standards.

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

Staff Meetings and Collaboration Days are Held on a Regular Schedule Throughout the Year.

Teaching and Learning

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

Collaboration, Professional Learning, Lesson Planning, and Coaching Ensure Teachers are Teaching to the Common Core State Standards.

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

Teachers Lesson Plans are Created and Turned into the Administrator on a Weekly Basis.

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

Teachers Use Collaboration and Coaching to Create Cohesive Lesson Plans.

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

Each Student has Individual Access to all Materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Materials are Aligned to the Common Core Standards.

Opportunity and Equal Educational Access

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

ELA/ELD Ongoing Professional Learning Coaching and Support for Teachers and Students

14. Research-based educational practices to raise student achievement

ELA/ELD Ongoing Professional Learning Coaching and Support for Teachers and Students, County Wide Training and Workshops for Teachers and Paraprofessionals,

Parental Involvement

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

Tutoring, After School Program, Thornton Community Center, Thornton Library

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

DELAC, School Site Council, Staff Meetings,

Funding

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

Paraprofessionals, Intervention Specialist, Reading Specialist, Outreach Consultant, and outside counseling services (VCC), Language and Literacy Dept. (SJCOE), STEM Dept. (SJCOE), Artist in Schools (SJCOE)

18. Fiscal support (EPC)

Title I - Part A, Title II - Part A, Title III - Part A, Title V - REAP

Description of Barriers and Related School Goals

Although we do not consider it a barrier, many of our actions and services address the needs of our English Learners. We have identified key actions and services that are specifically designed to address our English Learners, such as:

1. After school tutoring based on student needs. Goal 1
2. Summer school intervention services for targeted students. Goal 1
3. Intervention Specialist to support student academic success, provide designated ELD services, provide support and coaching to teachers, and coordinate parent involvement activities. Goal 1 & Goal 3
4. Paraprofessionals will provide targeted assistance to at-risk students, including English learners. Goal1

Review of the LCFF Evaluation Rubrics shows no student groups being two or more levels below the "All Student" performance. This is a goal that we wish to maintain and improve upon.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | |
|----------------------------------------|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 20 | 19 | 19 | 18 | 19 | 18 | 95.0 | 94.7 |
| Grade 4 | 28 | 16 | 25 | 16 | 25 | 16 | 89.3 | 100 |
| Grade 5 | 20 | 22 | 20 | 22 | 20 | 22 | 100.0 | 100 |
| Grade 6 | 24 | 23 | 24 | 22 | 22 | 22 | 100.0 | 95.7 |
| Grade 7 | 25 | 22 | 25 | 21 | 25 | 21 | 100.0 | 95.5 |
| Grade 8 | 23 | 26 | 22 | 24 | 22 | 24 | 95.7 | 92.3 |
| All Grades | 140 | 128 | 135 | 123 | 133 | 123 | 96.4 | 96.1 |

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

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2395.3 | 2407.8 | 5 | 28 | 11 | 0 | 47 | 39 | 37 | 33 |
| Grade 4 | 2418.0 | 2418.1 | 4 | 6 | 16 | 19 | 36 | 31 | 44 | 44 |
| Grade 5 | 2473.5 | 2454.2 | 5 | 9 | 30 | 14 | 35 | 14 | 30 | 64 |
| Grade 6 | 2516.8 | 2493.9 | 8 | 0 | 33 | 32 | 38 | 36 | 13 | 32 |
| Grade 7 | 2497.2 | 2553.3 | 0 | 14 | 28 | 33 | 28 | 33 | 44 | 19 |
| Grade 8 | 2527.1 | 2528.7 | 0 | 0 | 27 | 33 | 45 | 29 | 27 | 38 |
| All Grades | N/A | N/A | 4 | 9 | 24 | 23 | 38 | 30 | 33 | 38 |

| Reading | | | | | | |
|-----------------------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Demonstrating understanding of literary and non-fictional texts | | | | | | |
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 5 | 17 | 32 | 39 | 63 | 44 |
| Grade 4 | 4 | 6 | 44 | 38 | 52 | 56 |
| Grade 5 | 10 | 9 | 45 | 36 | 45 | 55 |
| Grade 6 | 14 | 0 | 50 | 59 | 36 | 41 |
| Grade 7 | 4 | 14 | 48 | 48 | 48 | 38 |
| Grade 8 | 9 | 4 | 59 | 67 | 32 | 29 |
| All Grades | 8 | 8 | 47 | 49 | 46 | 43 |

| Writing Producing clear and purposeful writing | | | | | | |
|---------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 21 | 17 | 47 | 44 | 32 | 39 |
| Grade 4 | 4 | 6 | 72 | 56 | 24 | 38 |
| Grade 5 | 10 | 14 | 55 | 41 | 35 | 45 |
| Grade 6 | 23 | 0 | 55 | 73 | 23 | 27 |
| Grade 7 | 4 | 33 | 64 | 43 | 32 | 24 |
| Grade 8 | 0 | 13 | 59 | 50 | 41 | 38 |
| All Grades | 10 | 14 | 59 | 51 | 31 | 35 |

| Listening Demonstrating effective communication skills | | | | | | |
|-----------------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 5 | 17 | 79 | 72 | 16 | 11 |
| Grade 4 | 4 | 13 | 72 | 56 | 24 | 31 |
| Grade 5 | 10 | 14 | 65 | 45 | 25 | 41 |
| Grade 6 | 9 | 5 | 77 | 82 | 14 | 14 |
| Grade 7 | 8 | 19 | 60 | 76 | 32 | 5 |
| Grade 8 | 0 | 4 | 68 | 67 | 32 | 29 |
| All Grades | 6 | 11 | 70 | 67 | 24 | 22 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | |
|--------------------------------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 11 | 22 | 63 | 44 | 26 | 33 |
| Grade 4 | 8 | 6 | 40 | 56 | 32 | 38 |
| Grade 5 | 20 | 9 | 65 | 68 | 15 | 23 |
| Grade 6 | 23 | 9 | 59 | 64 | 18 | 27 |
| Grade 7 | 4 | 14 | 56 | 71 | 40 | 14 |
| Grade 8 | 9 | 8 | 64 | 67 | 27 | 25 |
| All Grades | 12 | 11 | 57 | 63 | 27 | 26 |

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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 20 | 19 | 19 | 18 | 19 | 18 | 95.0 | 94.7 |
| Grade 4 | 28 | 16 | 25 | 16 | 25 | 16 | 89.3 | 100 |
| Grade 5 | 20 | 22 | 20 | 22 | 20 | 22 | 100.0 | 100 |
| Grade 6 | 24 | 23 | 23 | 22 | 22 | 22 | 95.8 | 95.7 |
| Grade 7 | 25 | 22 | 25 | 21 | 25 | 21 | 100.0 | 95.5 |
| Grade 8 | 23 | 26 | 23 | 24 | 23 | 24 | 100.0 | 92.3 |
| All Grades | 140 | 128 | 135 | 123 | 134 | 123 | 96.4 | 96.1 |

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

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2422.7 | 2435.7 | 5 | 11 | 42 | 33 | 32 | 44 | 21 | 11 |
| Grade 4 | 2425.9 | 2429.1 | 4 | 0 | 4 | 6 | 56 | 69 | 36 | 25 |
| Grade 5 | 2462.2 | 2452.9 | 0 | 5 | 10 | 5 | 55 | 36 | 35 | 55 |
| Grade 6 | 2506.6 | 2462.7 | 13 | 0 | 9 | 14 | 52 | 27 | 22 | 59 |
| Grade 7 | 2459.4 | 2518.5 | 0 | 10 | 16 | 10 | 32 | 48 | 52 | 33 |
| Grade 8 | 2474.1 | 2473.4 | 0 | 0 | 13 | 4 | 22 | 38 | 65 | 58 |
| All Grades | N/A | N/A | 4 | 4 | 15 | 11 | 41 | 42 | 39 | 42 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | |
|------------------------------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 21 | 39 | 53 | 39 | 26 | 22 |
| Grade 4 | 4 | 0 | 24 | 44 | 72 | 56 |
| Grade 5 | 5 | 5 | 30 | 27 | 65 | 68 |
| Grade 6 | 18 | 5 | 50 | 27 | 32 | 68 |
| Grade 7 | 0 | 14 | 48 | 33 | 52 | 52 |
| Grade 8 | 4 | 0 | 22 | 21 | 74 | 79 |
| All Grades | 8 | 10 | 37 | 31 | 54 | 59 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 16 | 17 | 58 | 50 | 26 | 33 |
| Grade 4 | 4 | 0 | 48 | 69 | 48 | 31 |
| Grade 5 | 5 | 5 | 40 | 23 | 55 | 73 |
| Grade 6 | 9 | 0 | 68 | 64 | 23 | 36 |
| Grade 7 | 4 | 14 | 48 | 48 | 48 | 38 |
| Grade 8 | 4 | 4 | 48 | 58 | 48 | 38 |
| All Grades | 7 | 7 | 51 | 51 | 42 | 42 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--------------------------------------------------------------------------------------|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 26 | 11 | 53 | 78 | 21 | 11 |
| Grade 4 | 4 | 0 | 52 | 56 | 44 | 44 |
| Grade 5 | 0 | 5 | 60 | 41 | 40 | 55 |
| Grade 6 | 14 | 0 | 68 | 41 | 18 | 59 |
| Grade 7 | 0 | 10 | 80 | 76 | 20 | 14 |
| Grade 8 | 4 | 0 | 30 | 46 | 65 | 54 |
| All Grades | 7 | 4 | 57 | 55 | 35 | 41 |

Conclusions based on this data:

- 1.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---------------------------------------------------------------------|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | | *** | | | *** | | | | | | | | | |
| 1 | 24 | | 26 | 47 | 47 | 42 | 29 | 47 | 16 | | 7 | 11 | | | 5 |
| 2 | | 24 | 6 | 33 | 29 | 38 | 67 | 35 | 56 | | 12 | | | | |
| 3 | 6 | | 29 | 6 | 25 | 29 | 72 | 67 | 29 | 17 | 8 | 14 | | | |
| 4 | | 11 | 20 | 30 | 44 | 50 | 70 | 39 | 30 | | 6 | | | | |
| 5 | 25 | 11 | 25 | 25 | 56 | 31 | 50 | 33 | 44 | | | | | | |
| 6 | | 10 | | 25 | 20 | 80 | 50 | 60 | 20 | 25 | | | | 10 | |
| 7 | | 11 | 14 | 29 | 22 | 57 | 57 | 44 | 14 | 14 | | | | 22 | 14 |
| 8 | | 22 | 14 | 91 | 44 | 71 | 9 | 22 | | | | | | 11 | 14 |
| Total | 8 | 11 | 19 | 35 | 36 | 46 | 50 | 43 | 28 | 7 | 5 | 4 | | 4 | 3 |

Conclusions based on this data:

1. More students are making progress towards "Advanced" and "Early Advanced" levels.
2. There are fewer students in K-5 grade levels at the "Beginning" level and more of those students in the "Early Intermediate" level.
3. Overall we are showing student growth.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|-------------------------------------------------------------------------------------------------|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | | 9 | 8 | | 27 | 23 | 23 | 18 | 31 | 36 | | 38 | 41 | 45 |
| 1 | 22 | | 25 | 44 | 47 | 45 | 28 | 47 | 15 | | 7 | 10 | 6 | | 5 |
| 2 | | 24 | 6 | 30 | 29 | 38 | 60 | 35 | 56 | | 12 | | 10 | | |
| 3 | 6 | | 29 | 6 | 25 | 29 | 72 | 67 | 29 | 17 | 8 | 14 | | | |
| 4 | | 11 | 20 | 30 | 44 | 50 | 70 | 39 | 30 | | 6 | | | | |
| 5 | 22 | 11 | 25 | 22 | 56 | 31 | 44 | 33 | 44 | | | | 11 | | |
| 6 | | 10 | | 22 | 20 | 80 | 44 | 60 | 20 | 22 | | | 11 | 10 | |
| 7 | | 11 | 13 | 25 | 22 | 50 | 50 | 44 | 13 | 13 | | | 13 | 22 | 25 |
| 8 | | 22 | 13 | 91 | 44 | 63 | 9 | 22 | | | | | | 11 | 25 |
| Total | 7 | 9 | 17 | 30 | 30 | 43 | 44 | 40 | 27 | 9 | 11 | 4 | 9 | 11 | 9 |

Conclusions based on this data:

1. Although we are showing student growth, we need to work towards moving more students into the "Advanced" range.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Number of Annual Testers | 88 | 99 | 102 |
| Percent with Prior Year Data | 100.0% | 100% | 100.0% |
| Number in Cohort | 88 | 99 | 102 |
| Number Met | 46 | 59 | 71 |
| Percent Met | 52.3% | 59.6% | 69.6% |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| Met Target | No | No | N/A |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 65 | 39 | 82 | 39 | 70 | 39 |
| Number Met | 18 | 18 | 26 | 18 | 36 | 27 |
| Percent Met | 27.7% | 46.2% | 31.7% | 46.2% | 51.4% | 69.2% |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% |
| Met Target | Yes | No | Yes | No | N/A | N/A |

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

Conclusions based on this data:

1. Student growth is evident, more students are meeting proficiency levels.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| Number of Annual Testers | 88 | 99 | 102 |
| Percent with Prior Year Data | 100.0 | | 100 |
| Number in Cohort | 88 | 99 | 102 |
| Number Met | 46 | 59 | 71 |
| Percent Met | 52.3 | 59.6 | 69.6 |
| NCLB Target | 59.0 | 60.5 | 62.0% |
| Met Target | No | No | N/A |

| AMAO 2 | Attaining English Proficiency | | | | | |
|--------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 65 | 39 | 82 | 39 | 70 | 39 |
| Number Met | 18 | 18 | 26 | 18 | 36 | 27 |
| Percent Met | 27.7 | 46.2 | 31.7 | 46.2 | 51.4 | 69.2 |
| NCLB Target | 22.8 | 49.0 | 24.2 | 50.9 | 25.4% | 52.8% |
| Met Target | Yes | No | Yes | No | N/A | N/A |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|------------------------------------------------------------------------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | 97 | |
| Met Percent Proficient or Above | No | N/A | |
| Mathematics | | | |
| Met Participation Rate | Yes | 98 | |
| Met Percent Proficient or Above | No | N/A | |
| Met Target for AMAO 3 | No | | N/A |

Conclusions based on this data:

1. Student growth is evident, more students are meeting proficiency levels.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Goal #1 |
| LEA/LCAP GOAL: |
| New Hope Elementary will provide educational services to meet the academic needs of all students to prepare for college and career readiness. |
| SCHOOL GOAL #1: |
| New Hope Elementary will provide educational services to meet the academic needs of all students to prepare for college and career readiness. |
| Data Used to Form this Goal: |
| CELDT Testing – 2015-16 Re-designation rates - 2015-16 CAASPP Testing – Spring 2016 |
| Findings from the Analysis of this Data: |
| CELDT Testing – 2015-16 - Student growth was determined with more students demonstrating proficiency Re-designation rates - Higher numbers of students were re-designated in 2015-16 school year CAASPP Testing – Spring 2016 - Review of the LCFF Evaluation Rubrics shows no student groups being two or more levels below the "All Student" performance. This is a goal that we wish to maintain and improve upon. |
| How the School will Evaluate the Progress of this Goal: |
| Bi-weekly, monthly, and annual program monitoring and evaluation. Local Control Accountability Plan (LCAP) – Goal 1 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| 1.Core services to provide/support student education | By June 30, 2018 | 1.Districtwide | 1.Provide students with fully credentialed teachers and paraprofessionals. Students will have access to standards-aligned instructional materials. Facilities will be maintained and in good repair. | 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 1,391,212 |
| 2.Provide Professional learning in support of student learning which acknowledges and respects cultural and economic diversity. Continue developing and supporting teacher's instructional practices that ensure all students can read text in a manner that promotes a deeper understanding of print as called for in the CCSS and ELD standards. Comprehensive Literacy development, implementing and studying CCSS, Technology and NGSS units of study. Teacher | 2.Teachers will attend training in Common Core Math, verified by Professional learning schedule | 2. Districtwide | 2.Teachers, Assistants & Professional Learning | 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures | LCFF | 40,770 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Induction to support beginning teachers. | | | | | | |
| 3. Professional learning and coaching to support language acquisition through the Language & Literacy MOU, ELD Institute and CLAD certification. | 3. English learners are provided both integrated and 30 minutes of designated English Language Development instruction, using standardsaligned materials which are specifically designed and appropriate to their English proficiency level. GLAD strategies are used during K-4 classroom instruction, verified by EL Master Plan. Continue providing ELA/ELD in-class coaching and Professional learning for staff, verified by SJCOE MOU | 3. Districtwide | 3. Teachers and Professional Learning/Coaching/Language and Literacy MOU | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures | LCFF | 25,526 |
| 4. Teachers will continue to provide tutoring connected with the after school program based upon student needs | 4. After school tutoring to all students in need | 4. Districtwide | | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits | LCFF | 9,623 |
| 5. Summer School Intervention services for targeted students. | 5. Summer school Session / 3 days a week for 4 weeks | 5. Districtwide | 5. Teachers and Paraprofessionals | 1000-1999: Certificated Personnel Salaries | LCFF | 15,939 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| | | | | None Specified 3000-3999: Employee Benefits 4000-4999: Books And Supplies | | |
| 6. Maintain additional teacher to keep class size ratio | 6. Annual plan for small class sizes | 6. Districtwide | 6. Teacher | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits | LCFF | 146,319 |
| 7. Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities. | 7. Provide direct student and teacher support to 5th-8th grade students on a daily basis | 7. Districtwide | 7. Intervention Specialist | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits | LCFF | 98,035 |
| 8. Paraprofessionals will provide targeted assistance to at-risk students during the school day, under the direction of the classroom teacher, intervention specialist or the site administrator. | 8. Low Income, English Learners, Foster Youth, Redesignated Fluent English proficient | 8. Direct intervention is provided in all classrooms on a daily basis | 8. Paraprofessionals | 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits | LCFF | 124,401 |
| 9. Purchase State standards-aligned supplemental materials and provide related professional development. | 9. Teachers will purchase standards-aligned supplemental materials to support the Common Core Standards | 9. Low Income and English | 9. Materials and Training | 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures | LCFF | 15,000 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Goal #2 |
| LEA/LCAP GOAL: |
| New Hope District is committed to integrating technology into the instructional program, preparing students for college and career pathways. |
| SCHOOL GOAL #2: |
| New Hope District is committed to integrating technology into the instructional program, preparing students for college and career pathways. |
| Data Used to Form this Goal: |
| New goals were established this year based on the Common Core State Standards |
| Findings from the Analysis of this Data: |
| Common Core State Standards |
| How the School will Evaluate the Progress of this Goal: |
| Annual program monitoring and evaluation. |
| Where can a budget plan of the proposed expenditures for this goal be found? Local Control Accountability Plan (LCAP) – Goal 2 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 1. Technology Specialist will facilitate weekly classroom instruction for grades K-8 using digital tools to enhance student learning. There will also be a robotics lab offered to 7th and 8th graders. | By June 30, 2018 | 1. Districtwide | 1 Establish an.MOU with the SJCOE STEM Dept. for the 2017-18 school year. Students will use a variety of age appropriate technologies to create projects and work samples | 5000-5999: Services And Other Operating Expenditures | LCFF | 50,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|------------------------------------------------------------------------------------|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 2. Continue to purchase and maintain technology devices and miscellaneous equipment to support digital literacy. | By June 30, 2018 | 2. Districtwide | 2. Before June 30, 2018 new technology will be purchased according to school needs | 4000-4999: Books And Supplies | LCFF | 15,000 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Goal #3 |
| LEA/LCAP GOAL: |
| New Hope District will create a school environment with shared participation among, staff, parents, and students, which fosters enthusiasm for learning. |
| SCHOOL GOAL #3: |
| New Hope District will create a school environment with shared participation among, staff, parents, and students, which fosters enthusiasm for learning. |
| Data Used to Form this Goal: |
| California Healthy Kids Survey, along with SSC and DELAC stakeholder meeting input |
| Findings from the Analysis of this Data: |
| Increase on campus activities for students and parents, and maintain current services that are in place |
| How the School will Evaluate the Progress of this Goal: |
| Bi-weekly, monthly, and annual program monitoring and evaluation . Where can a budget plan of the proposed expenditures for this goal be found? Local Control Accountability Plan (LCAP) – Goal 3 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 1. Outreach Specialist to support increasing student attendance rates, monitor newly enrolled students for successful integration, and provide intervention services for at-risk students. Outreach Specialist will promote a bully prevention program and school climate activities. | Annually | 1. Districtwide | 1. Provide direct support to students, parents, staff, and community members in order to promote academic achievement and student success | 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits | LCFF | 89,040 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 2. Nursing services provided for students at risk of not receiving medical/nursing services due to lack of insurance or other parent reasons. | Annually | 2. Districtwide | 2. Nursing services will assist students with health and welfare needs throughout the school year and help maintain state compliance, annually | 5000-5999: Services And Other Operating Expenditures | LCFF | 21,500 |
| 3. Artist in Residence program to provide Visual and Performing Arts services. | Annually | 3. Districtwide | 3. Support student growth and academic success. Services will be provided throughout the 2017-18 school year | 5000-5999: Services And Other Operating Expenditures | LCFF | 6,048 |
| 4. Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities. | Annually | 4. Districtwide | 4. The Intervention Specialist will organize and conduct SSC and DELAC meetings, and orchestrate parent involvement activities throughout the 2017-18 school year. (Cost has been designated in Goal 1) | | | |

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Achievement |
| SCHOOL GOAL #1: |
| New Hope Elementary will provide educational services to meet the academic needs of all students to prepare for college and career readiness. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|----------------------------------------|-------------------------|------------------------------------------------------|-------------------------|------------------------------------------------------|---------------------------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Professional Development for Teachers | August 2017 - June 2018 | Teachers Professional Learning | Registration Fees | 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 10,333 |
| | | | | None Specified | Title II Part A: Improving Teacher Quality | 1,805 |
| | | | | None Specified | Title II Part A: Improving Teacher Quality | 578 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 10,172 |
| | | | | None Specified | Title II Part A: Improving Teacher Quality | 1,805 |
| | | | | None Specified | Title II Part A: Improving Teacher Quality | 513 |
| Salaries | August 2017 - June 2018 | Paraprofessional Salaries, Benefits, Supplies, Other | Salaries and Benefits | 2000-2999: Classified Personnel Salaries | Title III Part A: Language Instruction for LEP Students | 7,742 |
| | | | | 3000-3999: Employee Benefits | Title III Part A: Language Instruction for LEP Students | 2,333 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | 4000-4999: Books And Supplies | Title III Part A: Language Instruction for LEP Students | 30 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title III Part A: Language Instruction for LEP Students | 1,068 |
| | | | | None Specified | Title III Part A: Language Instruction for LEP Students | 223 |
| Professional learning in support of student learning, which acknowledges and respects cultural and economic diversity. Upgrading program objectives and effective instruction strategies | August 2017 - June 2018 | Paraprofessional Salaries, Benefits, Professional Learning, Other | Professional Learning | 2000-2999: Classified Personnel Salaries | Title III Part A: Language Instruction for LEP Students | 7,767 |
| | | | | 3000-3999: Employee Benefits | Title III Part A: Language Instruction for LEP Students | 2,137 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title III Part A: Language Instruction for LEP Students | 169 |
| | | | | None Specified | Title III Part A: Language Instruction for LEP Students | 200 |
| Teacher Quality | July 2017 - June 2018 | Teachers | Direct Service Schools Consortium | None Specified | Title II Part A: Improving Teacher Quality | 1,805 |
| Teacher/Student Support | July 2017 - June 2018 | Admn and Teachers | Accountability | None Specified | Title I Part A: Allocation | 87,580 |
| | | | | 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 4,379 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

| |
|----------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Technology |
| SCHOOL GOAL #2: |
| New Hope District is committed to integrating technology into the instructional program, preparing students for college and career pathways. |

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Climate |
| SCHOOL GOAL #3: |
| New Hope District will create a school environment with shared participation among, staff, parents, and students, which fosters enthusiasm for learning. |

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| LCFF | 657,201.00 |
| LCFF - Base | 1,391,212.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|------------------------------------------------------|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 1,727,424.00 |
| 2000-2999: Classified Personnel Salaries | 213,441.00 |
| 4000-4999: Books And Supplies | 30,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 77,548.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--------------------------------------------|----------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF | 336,212.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 213,441.00 |
| 4000-4999: Books And Supplies | LCFF | 30,000.00 |
| 5000-5999: Services And Other Operating | LCFF | 77,548.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 1,391,212.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 1,866,825.00 |
| Goal 2 | 65,000.00 |
| Goal 3 | 116,588.00 |

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 |
|---------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Janet Stemler | X | | | | |
| Florence Fernandez | | X | | | |
| Ana Garcia | | X | | | |
| Maria Martin | | X | | | |
| Noel Luna | | | X | | |
| Erendira Soria | | | | X | |
| Beatriz Guevera | | | | X | |
| Marisela Suarez | | | | X | |
| 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.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 16, 2017.

Attested:

Janet Stemler

Typed Name of School Principal

Signature of School Principal

Date

Florence Fernandez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date