

The Single Plan for Student Achievement

School: Jonata Middle School
CDS Code: 42691386045280
District: Buellton Union School District
Principal: Hans Rheinschid
Revision Date: May, 2018

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 13, 2018.

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School Vision and Mission

Jonata Middle School's Vision and Mission Statements

The mission of Jonata Middle School is to ensure student success through a strong academic learning environment that is enhanced by student creativity and personal development. Students are provided a variety of challenging learning experiences to meet their academic, physical, social, and emotional needs. These learning experiences are guided by a committed, professional, nurturing staff and supported by parents and the community.

School Profile

Jonata Middle School is a sixth through eighth grade school located in a safe, rural community within the Santa Ynez Valley. The 10-acre campus is situated in a neighborhood with beautiful views of the surrounding mountains and a pleasant coastal climate that enhances yearlong outdoor activities.

Jonata is one of two schools in the Buellton Union School District and in the 2017-2018 school year had an enrollment of 167 students. The student population was composed of 44% White, 49% Hispanic, 1% Asian, 1% American Indian, and 4% other. Sixth through eighth graders work and learn in a variety of environments including: regular classrooms, science labs, a computer lab, a library, a fitness room, an outdoor area, and a joint-use gymnasium (a collaboration with the City of Buellton). Students have access to a large playground that includes: a soccer field, basketball courts, baseball and softball fields, and tennis courts.

The academic programs at Jonata Middle School are comprehensive and research-based. Language arts, math, science, PE, and social studies programs are aligned with the state content standards and textbooks have been purchased from state adoption lists. Proposed enrichment classes for 2018-19 include: Music, Spanish, Weight Training, STEM, Drama, 8th Grade Leadership, the Wheel, Flex Skills (tutorial), to promote well-rounded students.

Parents and community members are involved in the success of Jonata Middle School. Parents volunteer on committees that support continual school improvement and in the library and individual classrooms. Local businesses provide support by way of supplies and resources for student programs such as art supplies, recognition awards, field trips and scholarships. The local Parent Teacher Student Association (PTSA) provides fundraisers such as raffles, book fairs, the Andrade Challenge, and a carnival that raise money to help support programs and enhance student learning.

Staff collaboration makes Jonata Middle School a productive learning environment for students. Weekly early release days on Mondays provide staff Professional Learning Community time to accomplish many things including: discussing the needs of specific students; creating benchmarks and assessing their results to improve instruction; planning cooperatively in grade level or in subject areas teams; and participating in professional growth activities. The staff at Jonata promotes a positive learning environment where students are praised for their successes, have fun, and are challenged to think and perform academically to the best of their ability. The teachers and staff at Jonata Middle School work as a team to assist all students in reaching their potential.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	96	55	64	95	53	62	94	53	62	99.0	96.4	96.9
Grade 7	66	94	56	66	94	54	65	94	54	100.0	100	96.4
Grade 8	56	67	97	56	66	95	56	66	95	100.0	98.5	97.9
All Grades	218	216	217	217	213	211	215	213	211	99.5	98.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2549.4	2578.4	2578.9	21	32	29.03	37	49	45.16	29	8	19.35	12	11	6.45
Grade 7	2572.5	2605.6	2621.9	17	29	29.63	47	49	55.56	15	14	9.26	20	9	5.56
Grade 8	2587.8	2619.0	2616.9	23	32	26.32	34	44	54.74	29	14	8.42	14	11	10.53
All Grades	N/A	N/A	N/A	20	31	27.96	39	47	52.13	25	12	11.85	15	10	8.06

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	21	19	30.65	51	66	54.84	28	15	14.52
Grade 7	22	32	44.44	49	54	48.15	29	14	7.41
Grade 8	30	38	37.89	39	44	46.32	30	18	15.79
All Grades	24	31	37.44	47	54	49.29	29	15	13.27

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	41	49	51.61	45	38	38.71	14	13	9.68
Grade 7	48	62	62.96	43	35	33.33	9	3	3.70
Grade 8	34	50	51.58	55	41	40.00	11	9	8.42
All Grades	41	55	54.50	47	38	37.91	12	8	7.58

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	21	24.19	80	70	66.13	5	9	9.68
Grade 7	14	18	24.07	71	71	66.67	15	11	9.26
Grade 8	14	18	20.00	73	71	68.42	13	11	11.58
All Grades	14	19	22.27	75	71	67.30	10	10	10.43

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	64	43.55	69	32	50.00	9	4	6.45
Grade 7	26	38	59.26	55	53	38.89	18	9	1.85
Grade 8	32	48	52.13	55	41	35.11	13	11	12.77
All Grades	26	48	51.43	61	44	40.48	13	8	8.10

Conclusions based on this data:

1. Current programs and initiatives are working = Reading Plus, Flex, Study Corner
2. Positive staff works in a collaborative environment
3. Students scoring lower are identified early and provided additional supports and interventions = SST, 504 plans, IEPs, collaborative planning

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	96	55	64	95	53	62	94	53	62	99.0	96.4	96.9
Grade 7	66	94	56	65	94	54	65	94	54	98.5	100	96.4
Grade 8	56	67	97	55	66	96	55	66	96	98.2	98.5	99
All Grades	218	216	217	215	213	212	214	213	212	98.6	98.6	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2551.8	2558.3	2578.5	24	25	37.10	29	42	32.26	25	17	19.35	20	17	11.29
Grade 7	2567.4	2590.3	2601.8	23	33	40.74	23	29	33.33	37	28	16.67	17	11	9.26
Grade 8	2565.6	2599.8	2604.4	15	35	36.46	27	29	31.25	36	18	15.63	22	18	16.67
All Grades	N/A	N/A	N/A	21	31	37.74	27	32	32.08	32	22	16.98	20	15	13.21

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	34	40	49.18	32	40	27.87	34	21	22.95	
Grade 7	28	54	48.15	54	27	29.63	18	19	22.22	
Grade 8	22	35	43.16	45	45	37.89	33	20	18.95	
All Grades	29	45	46.19	42	36	32.86	29	20	20.95	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	28	26	45.16	53	55	45.16	19	19	9.68
Grade 7	31	38	55.56	46	43	29.63	23	19	14.81
Grade 8	9	39	38.54	65	45	42.71	25	15	18.75
All Grades	24	36	44.81	54	46	40.09	22	18	15.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	27	25	40.32	60	62	41.94	14	13	17.74
Grade 7	23	35	44.44	65	56	50.00	12	9	5.56
Grade 8	22	39	40.63	60	48	46.88	18	12	12.50
All Grades	24	34	41.51	61	55	46.23	14	11	12.26

Conclusions based on this data:

1. Current programs are working = Math Minutes, Math Success, Flex
2. Positive staff works in a collaborative environment
3. Students scoring lower are identified early and provided additional supports and interventions = SST, 504 plans, IEPs, collaborative planning

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	11			67	20	50	22	40	50		20			20	
7		17		50	67	50	50	17	25			25			
8	13			63	75	***	25	25							
Total	10	7		62	53	56	29	27	33		7	11		7	

Conclusions based on this data:

1. There needs to be a greater focus in terms of instructional programming and providing supports for ELD students

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	11			67	17	50	22	33	50		17			33	
7		17		50	67	50	50	17	25			25			
8	13			63	75	***	25	25							***
Total	9	6		61	50	50	30	25	30		6	10		13	10

Conclusions based on this data:

1. We will continue to provide ELD instruction in grade 6 and work towards reclassifying ALL student by grade 8.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: Growth in E/LA and Mathematics
LEA GOAL:
All students will demonstrate academic growth in the areas of English/Language Arts, Mathematics, and English Language Development.
SCHOOL GOAL #1:
Provide high-quality, research-based instruction, supports, and interventions to all students so that all students show growth on site-based and CCSS assessments by trimester.
Data Used to Form this Goal:
Trimester 1 and 2 English/Language Arts and Math grades, including results from interim and benchmark assessments by trimester. Data from 2016-17 CAASPP assessments. 2017-20 LCAP
Findings from the Analysis of this Data:
E/LA growth as measured on CAASPP is steady in grades 7 & 8 = +5%. 6th grade showed a decline of -7%. Across grade 6-8, math growth is steady, with the highest cohort growth being in 7th grade = +7%.
How the School will Evaluate the Progress of this Goal:
Formative assessments Benchmark assessments Student grades Data from 2017-18 CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Use data to identify students needing E/LA and/or mathematics interventions.	2018-19	Principal and teachers	Utilize 2017-18 CAASPP data as well as site-based ongoing formative and summative assessments in order to identify students in need of extra supports in the areas of English and/or mathematics.			
1.2 Continue to develop math program.	2018-19	Principal and math teacher	Provide math teachers with opportunities to collaborate both as a team as well as with other math teachers in the county in order to enhance and refine math programs at the school. Math teachers may attend annual College Preparatory Math (CPM) conference.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,200
				1000-1999: Certificated Personnel Salaries	LCFF - Base	420
				3000-3999: Employee Benefits	LCFF - Base	80

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Continue to build math interventions into the school schedule to provide more time for remediation.	2018-19	Principal	Continue to provide targeted math interventions for identified students for 15 minutes daily to provide extra supports in math. Extend math period by 16 minutes daily to provide extra math support for all students by math teachers. Continue to provide Flex tutorial daily for targeted students identified as needing intensive interventions in math.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,705
1.4 Utilize online math programs for targeted math remediation / intervention.	2018-19	Principal and teachers	Continue to fund and utilize online differentiated math support programs.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000
1.5 Renew and utilize Scholastic Reading Inventory to identify student lexile levels in reading.	2018-19	Principal and teachers	Continue to fund and utilize SRI to keep track of students' growth in reading.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,540
1.6 Renew and utilize Reading Plus online reading comprehension program for reading remediation.	2018-19	Principal and teachers	Continue to fund and utilize Reading Plus to provide online, differentiated supports for reading.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Provide after school tutoring (Study Corner) Tues-Thurs.	2018-19	Principal and teachers	Fund after school tutor to provide after-school tutoring 4 days a week. Encourage students needing extra help in core subjects to attend daily.	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1976
1.8 Provide Math Club during lunch 2 X week for accelerated students.	2018-19	Principal, parent volunteers	Continue to support the Jonata Math Club at lunch and participation in county math competitions.	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	374 300
1.9 Provide Flex tutorial class in daily school schedule for students needing extra help in reading and/or math.	2018-19	Principal and teachers	Continue to build tutorial period into the schedule during electives. Continue to utilize current data to assign students to Flex elective as needed. (Included in 1.3)			
1.10 Build enrichment classes into the daily elective schedule.	2018-19	Principal and teacher	Explore ways to challenge and enrich students in supplemental classes by developing enrichment classes such as STEM, music, drama, etc.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,090
				3000-3999: Employee Benefits	LCFF - Supplemental	1,154

Planned Improvements in Student Performance

School Goal #2

SUBJECT: CCSS-Aligned Curriculum
LEA GOAL: The District provides a comprehensive curriculum that engages, challenges, and prepares all students for college and career.
SCHOOL GOAL #2: Continue to refine school-wide use of effective instructional strategies and materials so that 100% of students receive CCSS instruction in E/LA and math. Continue implementation of NGSS so that by 2020, 100% of students will receive NGSS. Continue to develop and provide enrichment opportunities for students.
Data Used to Form this Goal: CAASPP data, 2016-17 Parent feedback 2017-20 LCAP
Findings from the Analysis of this Data: Full implementation of CCSS taking place. PD plan for 2018-19 school-year needed. Room for growth in implementation of Next Generation Science Standards. Room for growth in developing enrichment opportunities.
How the School will Evaluate the Progress of this Goal: Create and monitor school PD plan Parent and student surveys Monitoring of instructional program by superintendent and principal through regular observation and evaluation of teachers on evaluation cycle. Data from 2017-18 CAASPP and site-based formative and summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Create year-long professional development plan that meets the needs of all teachers.	2018-19	Principal, Teacher-in-Charge, Teachers	Align professional development to school and district (LCAP) goals and provide teachers with the opportunity to attend professional development to support these goals.	1000-1999: Certificated Personnel Salaries	LCFF - Base	750
2.2 Participate in collaborative planning to increase collegiality and gain new strategies.	2018-19	Principal, Teachers	Allow teachers time out of their classrooms in order to visit colleague at Jonata, Oak Valley and other districts in order to collaborate, plan, and learn from each others' skills.	3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	LCFF - Base	120 3,600
2.3 Provide teachers with opportunities to collaborate with other teachers both at that site as well as valley-wide through release days.	2018-19	Principal, teachers	Provide teachers with subject-area collaborative planning days at the school site as well as attend collaborative planning opportunities in the Santa Ynez Valley.	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,458
				3000-3999: Employee Benefits	LCFF - Base	847

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Continue integration of science and social studies, math and English curriculums.	2018-19	Principal, teachers	Allow teachers to collaborate across subject-areas and grade levels at the school in order for different core subject areas to support each other.			
2.5 Continue to provide early release collaborative planning time every Monday.	2018-19	Principal, teachers	Allow teachers to meet every Monday as a faculty from 1:30-3:30 in order to share data, best practices, and discuss students' needs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,842
2.6 Provide additional professional development opportunities as needed aligned to the professional development plan.	2018-19	Principal, teachers	Actively adapt professional development plan throughout the school-year based on current data and identified areas of needed growth. (Included in 2.1)	3000-3999: Employee Benefits	LCFF - Supplemental	3,380
2.7 Implement new Social Studies curriculum.	2018-19	Principal, teachers	Review and adopt new social studies curriculum for grades 6-8.	4000-4999: Books And Supplies	Lottery: Instructional Materials	26,000

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Technology
LEA GOAL:
Students and teachers will use technology effectively to support instruction and learning.
SCHOOL GOAL #3:
Using the school's technology scope and sequence, provide students with opportunities to learn technology skills that will support and enhance learning. Provide teachers with appropriate professional development to support technology skills and integration into curriculum.
Data Used to Form this Goal:
District Technology Committee recommendations CCSS mandate to prepare students for college and career Teacher requests for additional PD related to technology 2017-20 LCAP
Findings from the Analysis of this Data:
Continue to develop/update technology scope and sequence Additional planning time/PD needed Additional student use of technology needed
How the School will Evaluate the Progress of this Goal:
Parent and student survey feedback Staff survey/feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Revisit/update technology scope and sequence plan	Aug., 2018	Principal, District Technology Committee	Continue to utilize district technology scope and sequence in order to integrate technology into daily curriculums and revisit/revise technology plan as needed.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Continue to integrate technology into daily regular ed instruction, including Reading Plus, Dreambox Math, Microsoft Word, PPT, etc.	2018-19	Principal, teachers	Utilize technology in all core areas.			
3.3 Utilize technology-based communications.	2018-19	Principal, teachers	Continue implementation of Parent Square to increase effectiveness of school and district communications.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	810
3.4 Maintain and enhance school's technology as needed.	2018-19	Principal, teachers	Continue to provide technology support for school's use of technology. Continue to utilize site-based technology lead teacher to trouble-shoot issues and support technology integration. Develop 5-year plan for maintenance and updating of existing technology as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500
3.5 Provide teachers with opportunities to attend technology-based PD as needed.	2018-19	Principal, teachers	As identified throughout the school-year, provide teachers with the opportunity to seek professional development in instructional technology. (Included in 2.1)	3000-3999: Employee Benefits	LCFF - Base	284

Planned Improvements in Student Performance

School Goal #4

SUBJECT: ELD
LEA GOAL:
All students will demonstrate academic growth in the areas of English/Language Arts, Mathematics, and English Language Development (ELD).
SCHOOL GOAL #4:
English Learner students will receive appropriate level of ELD instruction with research-based programs and instruction. EL students will show one year's growth on ELPAC.
Data Used to Form this Goal:
2016-17 CELDT data
2016-17 CAASPP data
Parent survey
2017-20 LCAP
Findings from the Analysis of this Data:
Majority of EL students at the intermediate or lower levels on CELDT are not proficient on the CASSPP for English or Math. The school and district should work to ensure that ELD support and the reclassification of students remains a high priority. Newcomers need access to alternative methods of instruction in order to gain working understanding of English language.
How the School will Evaluate the Progress of this Goal:
% of regular ed EL students reclassified using CELDT and ELPAC data
% of special ed EL students reclassified using alternative assessments
ELPAC scores
EL growth on CAASPP
Teacher surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Integrate EL instruction strategies into the school-wide curriculum.	2018-19	Principal, Teacher in Charge, Teachers	Ensure that English Language Development (ELD) remains at the forefront of the school-wide professional development plan and that teachers are provided with resources to meet the needs of English Learners. (Included in 2.1)			
4.2 Identify and place ELD students in ELD class.	2018-19	Principal, Teachers	Using various screeners, identify students in need of ELD and provide access to ELD instruction and resources.			
4.3 Provide whole-staff professional development in ELD strategies as needed.	2018-19	Principal	Staff collectively identifies needs and is provided ELD professional development. (Included in 2.1)			
4.4 Provide ELD teacher professional development opportunities as needed.	2018-19	Principal, Teacher	Provide access to ELD professional development opportunities outside of school setting as needed. (Included in 2.1)			
4.5 Integrate ELD standards and strategies into all academic areas.	2018-19	Principal, Teachers	Differentiate instruction to ensure that English Learners in all core subjects can access and master the curriculum.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title III	6,615 1,781

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 Research and utilize alternative ELD strategies for newcomers, including additional Lexia licenses as needed, Duolingo, Rosetta Stone, etc.	2018-19	Principal, Teacher in Charge, ELD lead teacher	School leadership in ELD will research and purchase curriculum for newcomers in order to empower English learners to actively take part in the core classes and school setting, including extra-curricular classes.	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
4.7 Purchase Spanish versions of textbooks as needed.	2018-19	Principal	Purchase Spanish versions of textbooks as needed. (Included in 4.6)			
4.8 Continue to utilize District English Learners Advisory Committee (DELAC) to provide meaningful opportunities to engage EL students and their parents in school activities.	2018-19	Principal, DELAC	Create and foster DELAC. Meet regularly to develop strategies for student and parent engagement of students and parents of whom English is not the native language.			
4.9 Provide interpretation whenever possible at school and district meetings in order to involve and engage non-English speaking families.	2018-19	Principal, DELAC	Research interpretation headsets. Seek out interpreters or provide hourly pay for bilingual school personnel to translate meetings as needed.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	330
				3000-3999: Employee Benefits	LCFF - Supplemental	180

Planned Improvements in Student Performance

School Goal #5

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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 Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	7,128.00
3000-3999: Employee Benefits	LCFF - Base	1,331.00
5000-5999: Services And Other Operating	LCFF - Base	5,610.00
5800: Professional/Consulting Services And	LCFF - Base	1,540.00
None Specified	LCFF - Base	990.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,637.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	330.00
3000-3999: Employee Benefits	LCFF - Supplemental	8,068.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	26,000.00
5000-5999: Services And Other Operating	Other	300.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty	1,976.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty	374.00
2000-2999: Classified Personnel Salaries	Title III	6,615.00
3000-3999: Employee Benefits	Title III	1,781.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	16,599.00
LCFF - Supplemental	52,535.00
Lottery: Instructional Materials	26,000.00
Other	300.00
Parent Teacher Association/Parent Faculty Club	2,350.00
Title III	8,396.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	50,741.00
2000-2999: Classified Personnel Salaries	6,945.00
3000-3999: Employee Benefits	11,554.00
4000-4999: Books And Supplies	27,500.00
5000-5999: Services And Other Operating Expenditures	5,910.00
5800: Professional/Consulting Services And Operating	2,540.00
None Specified	990.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,193.00
Goal 2	57,987.00
Goal 3	2,594.00
Goal 4	10,406.00

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
Hans Rheinschild	X				
Kathy Fayram		X			
Henrey Alvarado			X		
Marina Musante				X	
Lorena Simpson				X	
Lucila Jimenez				X	
Numbers of members of each category:					

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

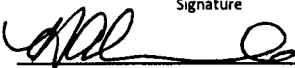
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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):

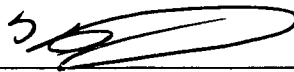
Signature

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 13, 2018.

Attested:

Hans Rheinschid

Typed Name of School Principal



Signature of School Principal

5-30-18

Date

Marina Musante

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/30/18

Date