

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	West Creek Academy
<b>Address</b>	28767 North West Hills Dr. Valencia, CA 91354
<b>County-District-School (CDS) Code</b>	19649980119230
<b>Principal</b>	Susan Bett
<b>District Name</b>	Saugus Union Elementary School District
<b>SPSA Revision Date</b>	April 9, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	May 1, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Our motto, "Tomorrow's Future Starts Today," is founded upon the deeply rooted belief that elementary school is the opportunity to equip young minds with solid foundational skills to be active 21st century learners. At West Creek Academy, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and emotional needs of our students while creating a unique opportunity to apply the "Four Cs" - Critical Thinking, Communication, Collaboration, and Creativity. Since the opening of West Creek, as the Saugus Union School District's first focus school in the Arts, we have developed and sustained a unique arts-integrated curriculum requiring students to utilize the dimensions of depth and complexity that are specific to our Advanced Learning Process for Scholars (ALPS). All students are highly engaged in the areas of science, technology, engineering, art, and music classes through our STEAM Pathway Program. As each day dawns, students, teachers, administrators, and parents alike, rededicate themselves in our pledge to "pursue academic excellence and never settle for less than my best." Whether it be through daily collaboration, instruction, creativity, or leadership, we unite together to positively impact our students today, as they become tomorrow's 21st century leaders.

## School Profile

### Parent Involvement

Our school is privileged to have a high level of parental support. Volunteers work at the school and in the classrooms on a daily basis. We have quickly established excellent reputation due in part to the support we received from our parents and our community. Parents are kept informed of school events and news through weekly school emails. Parents interested in volunteering at our school should contact the school office for information.

### School Safety

West Creek Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. West Creek Parent Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down. West Creek Academy is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure. Classroom volunteers completed the district application and have been TB tested.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Our Site Council reviewed and provide feedback and input on the mission December 6, 2018.

See page 58 & 59 in LCAP.

On January 17, 2019 Site Council reviewed the data for the CAASPP and together created conclusions from the data.

On February 5, 2019 Site Council reviewed the goals in the Single School Plan.

On March 5, 2019 Site Council continued to review the goals in the Single School Plan.

On April 9, 2019 Site Council reviewed the budget and rest of the school plan. Site council approved the 2019 School plan on April 9, 2019. Site Council President Mr. Nonemacher and Principal Mrs. Bett signed the Single School Plan.

On May 1, 2019 the Single School plan was reviewed with the ELAC president Maria Vigul.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.3%	0.20%	2	3	2
African American	4.4%	4.3%	3.62%	41	41	36
Asian	23.4%	25.3%	26.93%	218	244	268
Filipino	9.9%	11.0%	11.26%	92	106	112
Hispanic/Latino	16.2%	17.0%	14.87%	151	164	148
Pacific Islander	0.3%	0.3%	0.20%	3	3	2
White	42.4%	38.5%	39.80%	396	371	396
Multiple/No Response	2.7%	0.4%	0.40%	25	4	4
<b>Total Enrollment</b>				933	963	995

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	170	140	174
Grade 1	123	147	122
Grade 2	124	126	153
Grade3	132	135	129
Grade 4	124	136	143
Grade 5	145	130	138
Grade 6	115	149	136
<b>Total Enrollment</b>	933	963	995

### Conclusions based on this data:

- White is the highest student group at West Creek with 39.8% of our students being white. Asian is the 2nd highest group of students enrolled at West Creek with around 27% of students enrolled at West Creek. Hispanic is the 3rd highest group with 15% and Filipino being the fourth highest group with 11% of our students being Filipino.
- From the 2016-2017 school year to the 2017-2018 school year, there was a 1% increase in our highest student group, white, and a 1.5% increase in the 2nd highest group, Asian. There was a 2% decrease in the 3rd highest subgroup, hispanic.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	74	102	131	7.9%	10.6%	13.2%
Fluent English Proficient	100	86	85	10.7%	8.9%	8.5%
Reclassified Fluent English Proficient	16	4	15	28.1%	5.4%	14.7%

### Conclusions based on this data:

1. The number of students in the English Learner program at West Creek increased by 29 students when comparing the 2016-2017 school year. This was an increase from 10.6% to 13.2% of students in the program.
2. 39 students reclassified in 2019.
3. In 2016-2017 5% of students were reclassified. In 2017-2018 school year 14.7% of students reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	135	141	128	135	141	128	135	141	128	100	100	100
Grade 4	125	135	142	123	135	141	123	135	141	98.4	100	99.3
Grade 5	147	132	140	144	131	137	144	131	137	98	99.2	97.9
Grade 6	119	149	136	119	146	134	119	146	134	100	98	98.5
All Grades	526	557	546	521	553	540	521	553	540	99	99.3	98.9

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	2495.	2484.	2510.	54	47.52	66.41	25	30.50	19.53	14	16.31	7.81	7	5.67	6.25
Grade 4	2527.	2514.	2525.	51	48.15	43.97	22	23.70	33.33	15	17.04	12.77	12	11.11	9.93
Grade 5	2575.	2558.	2565.	49	38.93	51.82	34	37.40	26.28	10	12.98	14.60	8	10.69	7.30
Grade 6	2607.	2602.	2595.	45	44.52	45.52	43	37.67	32.09	10	13.70	16.42	2	4.11	5.97
All Grades	N/A	N/A	N/A	50	44.85	51.67	31	32.37	27.96	12	15.01	12.96	7	7.78	7.41

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	44	46.81	57.03	44	41.13	36.72	11	12.06	6.25
Grade 4	48	46.67	42.55	40	38.52	48.94	12	14.81	8.51
Grade 5	49	44.27	44.53	40	39.69	44.53	11	16.03	10.95
Grade 6	47	47.26	47.01	46	45.89	41.79	7	6.85	11.19
All Grades	47	46.29	47.59	42	41.41	43.15	10	12.30	9.26

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	51	47.52	60.94	39	46.10	31.25	10	6.38	7.81
Grade 4	47	40.00	43.97	40	48.89	44.68	13	11.11	11.35
Grade 5	54	53.44	56.20	35	35.11	35.77	10	11.45	8.03
Grade 6	56	54.79	46.27	41	37.67	44.03	3	7.53	9.70
All Grades	52	49.01	51.67	39	41.95	39.07	9	9.04	9.26

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	37	29.08	50.78	59	64.54	48.44	4	6.38	0.78
Grade 4	33	29.63	36.88	59	60.00	58.87	7	10.37	4.26
Grade 5	38	34.35	27.01	58	58.02	65.69	5	7.63	7.30
Grade 6	34	33.56	32.84	62	64.38	61.19	3	2.05	5.97
All Grades	36	31.65	36.67	59	61.84	58.70	5	6.51	4.63

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	56	47.52	66.41	36	47.52	26.56	8	4.96	7.03
Grade 4	48	41.48	35.46	45	45.19	56.03	7	13.33	8.51
Grade 5	60	43.51	50.36	37	42.75	39.42	3	13.74	10.22
Grade 6	59	52.05	63.43	40	42.47	29.10	1	5.48	7.46
All Grades	56	46.29	53.52	39	44.48	38.15	5	9.22	8.33

**Conclusions based on this data:**

1. 80% of all students met or exceeded standards. This was an increase of 3% from the previous school year.
2. 52% of all students exceeded standards. This was an increase of 6% from the previous school year.
3. 93% of all students either nearly met, met, or exceeded standards; This was an increase of 1% from the previous school year. Listening was the strongest area with 95% of students demonstrating effective communication skills at, near, or above standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	135	141	128	135	141	128	135	141	128	100	100	100
Grade 4	125	135	142	124	134	141	124	134	141	99.2	99.3	99.3
Grade 5	147	132	140	144	131	137	144	131	137	98	99.2	97.9
Grade 6	119	149	136	119	145	135	119	145	135	100	97.3	99.3
All Grades	526	557	546	522	551	541	522	551	541	99.2	98.9	99.1

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	2485.	2477.	2500.	41	30.50	51.56	35	46.81	31.25	15	14.18	12.50	9	8.51	4.69
Grade 4	2526.	2519.	2525.	36	39.55	36.88	35	24.63	37.59	21	26.87	21.28	8	8.96	4.26
Grade 5	2571.	2553.	2555.	49	40.46	43.07	25	20.61	18.25	17	26.72	26.28	10	12.21	12.41
Grade 6	2601.	2605.	2594.	49	46.90	48.15	29	28.97	19.26	18	18.62	27.41	5	5.52	5.19
All Grades	N/A	N/A	N/A	44	39.38	44.73	31	30.49	26.62	17	21.42	22.00	8	8.71	6.65

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	63	51.06	68.75	24	36.88	22.66	13	12.06	8.59	
Grade 4	54	55.22	56.03	31	26.12	31.91	15	18.66	12.06	
Grade 5	62	51.91	48.18	26	28.24	35.77	13	19.85	16.06	
Grade 6	50	55.17	51.85	41	35.86	36.30	9	8.97	11.85	
All Grades	57	53.36	56.01	30	31.94	31.79	12	14.70	12.20	

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	44	46.10	60.16	45	43.26	35.16	10	10.64	4.69
Grade 4	43	42.54	43.97	48	44.78	46.10	10	12.69	9.93
Grade 5	45	35.11	39.42	41	48.09	45.99	14	16.79	14.60
Grade 6	50	54.48	45.93	45	38.62	42.96	5	6.90	11.11
All Grades	45	44.83	47.13	45	43.56	42.70	10	11.62	10.17

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
<b>Grade 3</b>	52	43.26	59.38	43	50.35	34.38	5	6.38	6.25
<b>Grade 4</b>	47	42.54	41.13	38	41.79	48.94	15	15.67	9.93
<b>Grade 5</b>	45	35.11	38.69	47	48.85	45.26	8	16.03	16.06
<b>Grade 6</b>	45	44.14	44.44	49	49.66	45.93	6	6.21	9.63
<b>All Grades</b>	47	41.38	45.66	44	47.73	43.81	9	10.89	10.54

**Conclusions based on this data:**

1. 71% of all students met or exceeded standards. This was an increase of 2% from the previous school year.
2. 45% of all students exceeded standards. This was an increase of 6% of the previous school year.
3. 93% of all students either nearly met, met, or exceeded standards; This was an increase of 2% from the previous school year. Problem solving was the strongest area with 90% of students demonstrating at, near or above standard. Communicating Reasoning was the second strongest area with 89% of students demonstrating ability to support mathematical conclusion at, near, or above standard.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1476.8	1478.7	1472.3	32
Grade 1	1547.1	1537.7	1556.1	30
Grade 2	1562.4	1575.9	1548.4	16
Grade 3	1566.6	1573.4	1559.1	16
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				115

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	62.50	*	*	*	*	*	*	32
Grade 1	27	90.00	*	*			*	*	30
Grade 2	15	93.75	*	*					16
Grade 3	*	*	*	*					16
Grade 4	*	*	*	*					*
Grade 5	*	*			*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	89	77.39	20	17.39	*	*	*	*	115

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	24	75.00	*	*			*	*	32
Grade 1	27	90.00	*	*			*	*	30
Grade 2	16	100.00							16
Grade 3	16	100.00							16
Grade 4	*	*							*
Grade 5	*	*			*	*			*
Grade 6	*	*	*	*					*
All Grades	100	86.96	*	*	*	*	*	*	115

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	19	59.38	*	*	*	*	*	*	32
Grade 1	26	86.67	*	*	*	*			30
Grade 2	12	75.00	*	*	*	*			16
Grade 3	*	*	*	*	*	*			16
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	76	66.09	21	18.26	17	14.78	*	*	115

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	29	90.63	*	*			32
Grade 1	29	96.67			*	*	30
Grade 2	16	100.00					16
Grade 3	14	87.50	*	*			16
Grade 4	*	*					*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	104	90.43	*	*	*	*	115

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	53.13	13	40.63	*	*	32
Grade 1	24	80.00	*	*	*	*	30
Grade 2	16	100.00					16
Grade 3	15	93.75	*	*			16
Grade 4	*	*					*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	91	79.13	21	18.26	*	*	115

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	50.00	15	46.88	*	*	32
Grade 1	27	90.00	*	*	*	*	30
Grade 2	14	87.50	*	*			16
Grade 3	*	*	*	*			16
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	75	65.22	37	32.17	*	*	115

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	21	65.63	*	*	*	*	32
Grade 1	22	73.33	*	*			30
Grade 2	*	*	*	*			16
Grade 3	*	*	*	*			16
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	72	62.61	40	34.78	*	*	115

**Conclusions based on this data:**

1. A large majority of ELs at WCA scored at the highest level on the 2017-2018 ELPAC.
2. More than half of all K ELs scored at the highest level on the 2017-2018 ELPAC.
3. The total number of EL students after grade 1 drop significantly which demonstrates a high rate of reclassification.

# 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
<b>995</b>	<b>8.7%</b>	<b>13.2%</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	13.2%
Homeless	4	0.4%
Socioeconomically Disadvantaged	87	8.7%
Students with Disabilities	80	8.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	3.6%
American Indian	2	0.2%
Asian	268	26.9%
Filipino	112	11.3%
Hispanic	148	14.9%
Two or More Races	27	2.7%
Pacific Islander	2	0.2%
White	396	39.8%

### Conclusions based on this data:

1. Our enrollment has stayed about the same over the 2017-2018 and 2018-2019 school year.
2. 8.7% of West Creek's student population is socioeconomically disadvantaged.
3. 13.2% of West Creek's population are English Learners.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Blue	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. West Creek has scored in the blue for overall academic performance in English Language Arts and mathematics.
2. There was an increase in academic performance from 2016-2017 for socioeconomically disadvantaged and students with disabilities. English Learners maintained and increased their academic performance.
3. The Hispanic student group increased in academic performance. There is a significant difference of academic performance between the Hispanic group (37.8 above standard) and the White(62.1), Filipino,(56.5) and Asia(93.5).

# 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><b>All Students</b></p>  Blue 63.8 points above standard Increased 6.6 points 531 students	<p><b>English Learners</b></p>  Blue 57.9 points above standard Maintained -0.5 points 84 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 18.3 points above standard Increased 28.4 points 43 students	<p><b>Students with Disabilities</b></p>  Yellow 13.6 points below standard Increased 15.5 points 57 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0.5 points above standard Maintained -1.1 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 93.5 points above standard Maintained 1.8 points 141 students	 Blue 56.5 points above standard Increased 8.5 points 58 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 37.8 points above standard Increased 6.9 points 89 students	 No Performance Color 74.4 points above standard Increased 27.5 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 62.1 points above standard Increased 8.6 points 202 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
13.9 points above standard Increased 20.1 points 36 students	90.9 points above standard Declined -7.6 points 48 students	60.9 points above standard Increased 8.7 points 408 students

**Conclusions based on this data:**

- Our students scored 63.8 points above standard in ELA, which was a 6.8% increase which is blue on the dashboard.
- Our English Learners maintained with a 57.9 increase . Our English Only had a 8.7 point increase with 60.9 points above standard and our reclassified were 90.9 points above standard which is blue on the dashboard.
- Our socioeconomically disadvantaged students scored 18.3 points above standard with a 28.4 points increase which is blue on the dashboard.

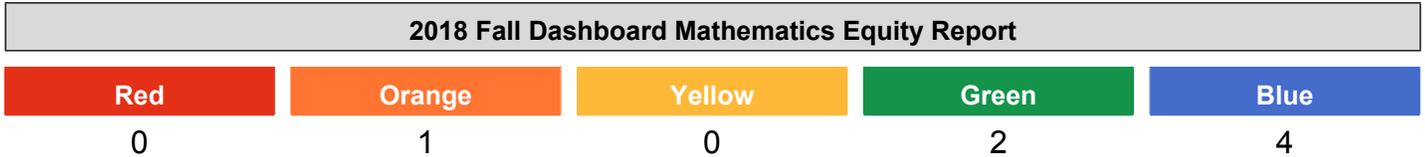
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Blue</p> <p>43.2 points above standard</p> <p>Increased 3 points</p> <p>531 students</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>44.6 points above standard</p> <p>Maintained -1.4 points</p> <p>84 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>0.6 points below standard</p> <p>Increased</p> <p>15.6 points</p> <p>43 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>28.9 points below standard</p> <p>Maintained 1.7 points</p> <p>57 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.2 points below standard Declined -15.3 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 77.6 points above standard Maintained 0.7 points 141 students	 Blue 47.7 points above standard Increased 9.4 points 58 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.4 points above standard Increased 5.3 points 89 students	 No Performance Color 56.2 points above standard Increased 18.7 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 36.1 points above standard Maintained 2.7 points 202 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
10.3 points above standard Increased 29 points 36 students	70.4 points above standard Declined -16 points 48 students	38.1 points above standard Increased 3.1 points 408 students

#### Conclusions based on this data:

- Overall our students scored 43.2 points above standard in Math with a 3 point increase which was a blue on the dashboard.
- Our English Learners scored 44.6 points about standard n Math with our reclassified students scoring 70.4 points about standard and our English Learners scoring 38.1 points above standard which was a blue on the dashboard.
- Our Socioeconomically disadvantaged students scored .6 below standards in math which put them in green on the dashboard.

# 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
115	77.4%	17.4%	2.6%	2.6%

### Conclusions based on this data:

1. This school year 115 students participated in the English Language Development program at West Creek Academy.
2. The majority of the students tested at a level 4, which aligned with the 39 students who reclassified at West Creek Academy.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

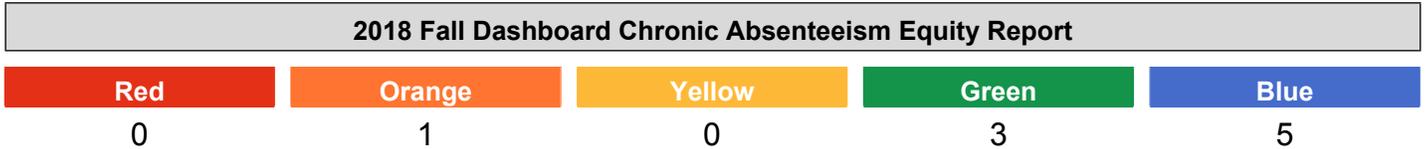
# School and Student Performance Data

## 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><b>All Students</b></p>  Blue 2.2% chronically absent Maintained 0.1% 1013 students	<p><b>English Learners</b></p>  Orange 5.3% chronically absent Increased 3.5% 132 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 2.1% chronically absent Declined 7.1% 94 students	<p><b>Students with Disabilities</b></p>  Blue 2.2% chronically absent Declined 1.4% 92 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 2.6% chronically absent Maintained 0.2% 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 2.2% chronically absent Increased 1% 274 students	 Blue 0% chronically absent Maintained 0% 114 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3% chronically absent Maintained 0.1% 151 students	 Blue 0% chronically absent Declined 6.1% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 2.5% chronically absent Maintained 0.1% 402 students

**Conclusions based on this data:**

1. 2.2% of West Creek Academy students were chronically absent.
2. 5.3% of EL's are chronically absent.

# School and Student Performance Data

## Academic Engagement Graduation Rate

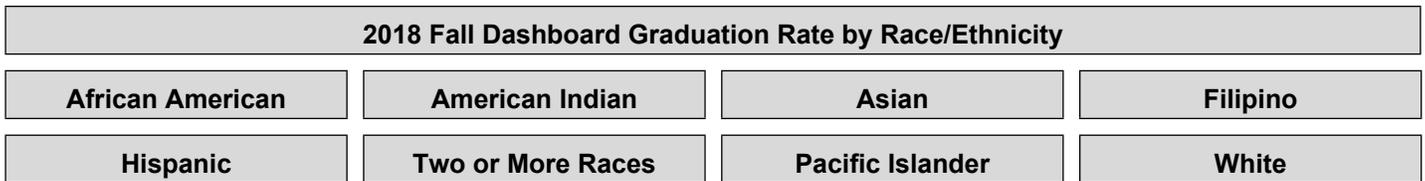
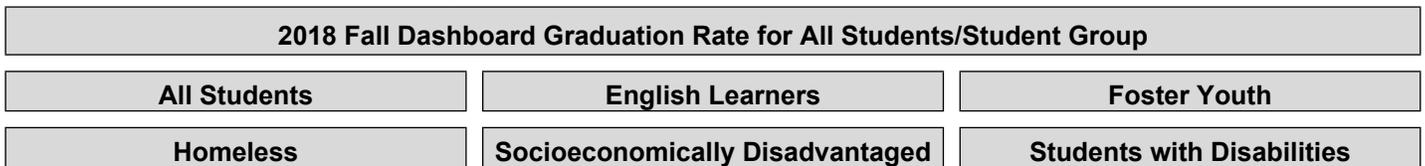
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

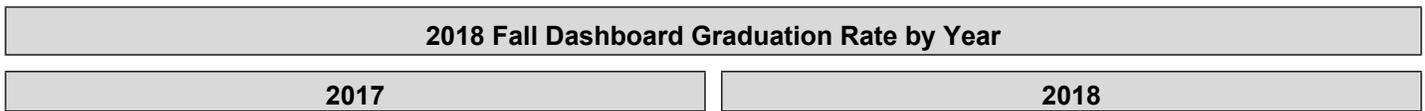
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



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:

Lowest  
Performance



Red



Orange



Yellow



Green

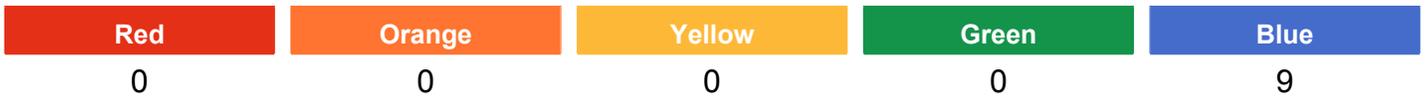


Blue

Highest  
Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Suspension Rate Equity Report



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

All Students	English Learners	Foster Youth
<p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>1014 students</p>	<p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>133 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4 students</p>	<p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>94 students</p>	<p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>92 students</p>

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Maintained 0% 38 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 274 students	 Blue 0% suspended at least once Maintained 0% 115 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 151 students	 Blue 0% suspended at least once Maintained 0% 30 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 402 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% suspended at least once

**Conclusions based on this data:**

1. During the 2017-2018 0% of students were suspended.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Student Achievement

### Goal Statement

1. To increase student achievement in English Language Arts and Math.

ELA Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 80% (3% increase) of students to score either Standard Met or Exceeded in ELA, and 49% (3% increase) of students to score Standard Exceeded.

Math Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 72% (3% increase) of students to score either Standard Met or Exceeded in math, and 42%(3% increase) of students to score Standard Exceeded.

Achieve Blue on the Dashboard.

2. To improve student achievement in English Language Development.

\*All students will advance one level on the ELPAC.

\*10% of ELLs will be reclassified from LEP to R-FEP.

\*English Learners will increase

EL Learners ELA Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 64% (3% increase) of students to score either Standard Met or Exceeded in ELA, and 24% 3% increase) of students to score Standard Exceeded.

EL Learners Math Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 72% (3% increase) of students to score either Standard Met or Exceeded in math, and 42%(3% increase) of students to score Standard Exceeded.

3. To improve student achievement in Science.

\*All students will received instruction in Science which includes implementation of STEMscopes as a resource.

\*2015-2016 Science CST: 54% Advanced; 92% Proficient or above. 2017-2018- Pilot for CAASPP (no scores).

4. To improve student achievement in Physical Education.

PFT Goal: 93% Aerobic Capacity, 85% Body Composition, 75% Abdominal Strength, 88% Trunk Extension Strength, 64% Upper Body Strength, 90% Flexibility

5. To improve student achievement in Visual and Performing Arts.

\*All students will receive instruction in the Arts and Music.

6. To improve student achievement in Technology.

\*All students in grades 1-6 will participate in District-provided Typing Club program.

\*Students in 1-6 will use Chromebooks to increase achievement in Technology.

7. To improve student achievement in Social Studies.

\*All students will receive instruction in Social Studies.

8. To improve student achievement in Special Education Students.

\*Annual IEP meetings will demonstrate student growth towards meeting the goals.

\*RSP teacher discusses Intervention strategies at staff meetings.

9. To improve student achievement Socioeconomic/ Foster Youth. (Include action about response to intervention for this goal).

\*PLC teams will look at formative assessment during admin CIPs to determine reteaching and enriching students.

10. To improve student achievement in Gifted and Talented Education Students.

\*All GATE identified students will receive differentiated instruction using the Dimensions of Depth and Complexity and explicitly taught critical thinking skills.

### LCAP Goal

To increase student achievement

### Basis for this Goal

1. To increase student achievement in English Language Arts and Math.
  - \*All students in grades K-6 will be assessed on Common Core State Standards (CCSS) in English Language Arts and Math.
  - \*All students in grades 3-6 will be assessed using the state CAASPP program.
  - ELA (14-15) 79% (32/47) (15-16) 81% (31/50) (16-17) 77%(32/45) (18-19) 80%(28/52)
  - Math (14-15) 67% (29/38) (15-16) 75% (31/44) (16-17) 69%(30/39) (18-19) 71%(27/45)
2. To improve student achievement in English Language Development.
  - \*All English Language Learners will be assessed using the ELPAC, ADEPT, and CAASPP tests.
3. To improve student achievement in Science.
  - \*In previous years, all students in grade 5 were assessed using the CST Science test. Last year and this year students take the pilot for CAASPP assessment for science. Scores are not given.
  - \*Science (14-15) 91% (43/48) (15-16) 92% (38/54)
4. To improve student achievement in Physical Education.
  - \*All students in grade 5 will be assessed using the state Physical Fitness Test.
  - \*2015-2016 PFT: 91% Aerobic Capacity, 80% Body Composition, 76% Abdominal Strength, 81% Trunk Extension Strength, 91% Upper Body Strength, 88% Flexibility
  - \*2016-2017 PFT: 92% Aerobic Capacity, 80% Body Composition, 72 % Abdominal Strength, 86% Trunk Extension Strength, 61% Upper Body Strength, 88% Flexibility
  - \*2017-2018 PFT 88% Aerobic Capacity, 76% Body Composition, 78% Abdominal Strength, 95% Trunk Extension Strength, 82% Upper Body Strength, 96% Flexibility
5. To improve student achievement in Visual and Performing Arts.
  - \*Increase the number of teachers receiving the Kennedy Center arts-integrated instruction.
6. To improve student achievement in Technology.
  - \*Usage report provided by Typing Club
7. To improve student achievement in Social Studies.
  - \*Publisher and teacher made assessments.
  - \*According to the end of 2015-2016 school year report cards, 93% of all students either met or exceeded grade-level standards.
8. To improve student achievement in Special Education Students.
  - \*Trimester progress reports/IEP meeting reflecting the IEP goals.
9. To improve student achievement in Gifted and Talented Education Students.
  - \*Student work samples and teacher lessons.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASSP ELA	80% met or exceeded standard	83% to meet or exceed standards
CAASSP Math	71 % met standard.	74% to meet or exceed standards

## Planned Strategies/Activities

### Strategy/Activity 1

West Creek Academy has been working towards improving English Language Arts and Math achievement through developing Professional Learning Communities. The four questions that will drive the work of our PLC are 1) What is it we want our students to learn? How will we know if each student learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for student who have demonstrated proficiency? Our goal for the 2019-2020 school year is for our students to prioritize the essential standards and create "I can statements." Teachers will work in grade level teams to unwrap and unpack the standards, plan lessons using the standards and curriculum, develop on pacing of standards to create common assessments. During administrative directed CIP, teachers will collaborate and work together and analyze assessments and use the assessments to guide reteaching, intervention, enrichment, and extension of the grade level standards the students are learning. Intervention will include flex intervention, reteaching and students practicing the standards and research based intervention including PALS, Read Naturally, and Read Live. Our professional learning communities will also look at depth of knowledge and rigor.

Our Advanced Learning Process of all Scholars (ALPS). Schedules and lessons will look at optimizing the Optical Window of Learning. Assessments will be created on illuminate to assess of 80% will enrich and extend. Students below the 80% will have another opportunity to learn the information and participate in another assessment. Learning walks and instructional rounds will focus on how to support our PLCs and increase improvement in language arts and math. Procedural and declarative direct instruction lessons will be taught with clearly defined steps that can be used during guided practice and independent practice. Instructional Assistants provide support in TK/Kindergarten classes to facilitate implementation of standards-based instruction in ELA and math. Teachers attend professional development trainings to improve language arts and math instruction(PLC, rigor, ALPS). Teachers, grades K-6, create instruction based on knowledge attained from district and site staff development. Teachers will manipulatives, graphic organizers, technology (student computers, computer lab, etc.) and visual aides to support student learning. Teachers in grades 3-6 implement Jr. Toastmasters to develop writing and speaking skills. West Creek will continue to implement incentive program to encourage academic achievement (K-4 Academic Awards, 5th-6th Grade YES Goals, Character Pillars and PBIS School wide Awards)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020 School Year

### Person(s) Responsible

West Creek Site Council  
 West Creek Leadership Team  
 West Creek Staff  
 Saugus Union School District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	58,140
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional Supplies, including Copier/Printer Contracts
<b>Amount</b>	5,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase literature sets and library books
<b>Amount</b>	12,105
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Instructional Assistants in TK/K class
<b>Amount</b>	3,000
<b>Source</b>	Unrestricted

<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Admin Dues, Memberships, Conference Costs
<b>Amount</b>	11,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	Scholastic News TK-6

## Strategy/Activity 2

### English Language Development

All teachers implement strategies and lessons (30 minutes daily) during designated ELD time. Teachers will utilize ELD standards and instructional units in ELA Achieve and Construction Meaning to support students throughout the school day. Teachers have attended Systematic ELD and if a teacher has not had the Systematic ELD training and/or Constructing Meaning training they will attend the SELD training and/or Constructing Meaning Training. Teachers will administer the ELPAC and ADEPT tests to their ELD students. Teachers and Principal/Assistant principal use knowledge of students' proficiency levels to place students in classrooms that will best meet their needs. ELD-LCFF Supplemental funds will be used to purchase intervention materials (EL Achieve) to support all students with basic language skills. These materials are used by teachers during small group/whole group instruction. Teachers will collaborate within grade levels to plan effective ELD lessons.

\*ELD Coordinator and Classroom Teachers identify all ELLs' current proficiency level through administering the ELPAC in order to meet students' needs. Teachers with English Language Learners work collaboratively to improve instructional practices based on data from ELPAC Assessment Results, ADEPT mid-year Assessment Results, and Systematic ELD Program. Classroom Teachers and ELD Coordinator monitor students' annual ELPAC progress by maintaining current records. ELD Coordinator and Principal/Assistant Principal inventory and purchase necessary ELD instructional materials to help increase proficiency in English. ELD Coordinators, Administrators, Teachers and Office Assistant will support ELD paperwork.

An instructional assistant will provide additional support for English Language Learners as they work to move to the next level. Library books will be purchased to support ELD.

Teachers and Administrators may participate in Learning Walks and lesson observations to support the implementation of ELD. West Creek staff will work with District ELD coaches to support implementation of ELD. Teachers will utilize Chromebooks for ELD students during designated and integrated ELD time. Teachers will use Upper Elementary Student Guide for Expository Writing as part of the guide.

West Creek will engage parents and work towards improve parent participation with the ELD program. ELAC meetings will include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources).

To support parent engagement with the ELD program West Creek will offer babysitting during after-school meetings as needed, provide translators for meetings as needed, consider providing snacks for parents and children, keep parents informed of ELAD and DELAC meeting dates. During ELAC meetings parents will be provided an overview of community and school resources (parent library cards, after school enrichment, etc).

## Students to be Served by this Strategy/Activity

ELD Students

## Timeline

2019 - 2020 School Year

## Person(s) Responsible

West Creek Staff

District

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD Staff Development and Teacher Planning including PLC- 1 day release per teacher
<b>Amount</b>	3,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Release Time for ELPAC & other testing
<b>Amount</b>	900
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	PLC Training for PLC Team
<b>Amount</b>	3861
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Instructional Assistants in K, grade 1, grade 2, grade 3 & grade 4 classes with EL students
<b>Amount</b>	802
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	ELD Instructional Supplies and Support Materials
<b>Amount</b>	2000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Substitutes for Teachers for PLC Training
<b>Amount</b>	288
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	PLC Team Summer Planning 3 hours
<b>Amount</b>	3,212

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated and Classified Benefits for Subs for Staff Development

### Strategy/Activity 3

All teachers will continue to receive district NGSS training for continued implementation of the NGSS standards. STEMscopes and Mystery Science will be used to teach NGSS grade level standards. This will include having time to work with planning the NGSS during Collaborative Instructional Planning (CIP) where they design lessons to promote higher DOK levels, design activities that include rigor and complexity, develop pacing guides and assessments. 1st-6 teachers will receive access to STEMscopes for themselves and their students. Teacher representatives/coaches will attend county workshops and trainings.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2019 - 2020 School Year

### Person(s) Responsible

West Creek Staff  
District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	STEMscopes Technology and Materials
<b>Amount</b>	1,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	Mystery Science

### Strategy/Activity 4

Teachers provide P.E. instruction to ensure that the requirement of 200 minutes/10 instructional days is being met. In addition the PE TOSA provides inservice, in-class support and instructional strategies for teachers as PE is taught. The PE TOSA helps Inventory equipment and purchase necessary materials to provide students with the opportunity to meet grade-level standards. Classroom teachers will utilize equipment and implement lessons described in PEP and SPARKS during formal instruction time and at student recess. K-6 Teachers incorporate music and movement with all students. One are of focus for students will be aerobics, flexibility, and building strength.

### Students to be Served by this Strategy/Activity

All

## Timeline

2019-2020 School Year

## Person(s) Responsible

West Creek Staff

District

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Visual and Performing Arts will be integrated throughout the subjects as well as explicitly taught. Parents from the PTA will work with the teachers to teach art lessons in the Meet the Master Art Program that is implemented from K-6. All students will receive 16 weeks of music classes for either CalArts, LA Opera, or Universal Soul. Students in grades K-2 will have general music and African drumming classes taught by CalArts. 3rd and 4th grade students will have keyboarding taught by CalArts. 3rd grade will have general music taught by CalArts. 4th grade will have choir taught by CalArts. 5th grade will participate in LA Opera's Voices for Tolerance and Opera performance. 6th grade students will have CalArts Stop Motion animation, theater, and Universal Soul Hip Hop. Fourth and fifth grade students will participate in STEAM pathway rotations.

Teachers will utilize Kennedy Center arts-integrated training to provide arts-integrated lessons and activities integrating VAPA standards and CCSS. These include Passing the Portrait and tableau.

## Students to be Served by this Strategy/Activity

## Timeline

2019 - 2020 School Year

## Person(s) Responsible

West Creek Staff

District

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	Field Trips and Programs
<b>Amount</b>	43,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	Contract with CalArts
<b>Amount</b>	5,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	Contract with LA Phil/COC- \$1500 In School Opera; \$3500 Voices for Tolerance
<b>Amount</b>	4,000

<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	Contract with Hip Hop Universal
<b>Amount</b>	600
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	6th Grade Theater- Theseus Play
<b>Amount</b>	672
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Description</b>	After School Theater

### Strategy/Activity 6

Technology is an area in which teachers will integrate into lessons and students products. This will include opportunities provided to students to practice and apply typing skills for writing, as well as editing and presentation skills. All teachers and students will have access to Chromebooks in the classroom, as well as Interactive Flat Panels, for which teachers will receive training (or have previously been trained). Materials and supplies to support Engineering is Elementary curriculum will also be purchased to enhance students' exposure to technology.

#### Students to be Served by this Strategy/Activity

##### Timeline

2019 - 2020 School Year

##### Person(s) Responsible

West Creek Staff

District

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

One method of delivery for Social Studies may include the direct instruction and possibly using the FAST Framework lesson design for Social Studies so that students receive information in an organized and memorable way. In doing this, teachers will make lesson objectives clear to students, maximize prime teaching time (OWL time), model for a "Clean Teach," and ensure that students' guided and independent practice is aligned with the lesson objective.

Teachers will take part in regular collaboration, utilizing the district's Collaborative Instructional Planning (CIP) days to design lessons promoting higher depth of knowledge (DOK) and activities including rigor and complexity to not only challenge students, but enhance learning.

#### Students to be Served by this Strategy/Activity

##### Timeline

2019 - 2020 School Year

##### Person(s) Responsible

West Creek Staff

District

### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 8

Special Education students will be provided instruction based on CCSS, corresponding to students' grade levels. Special Education teachers will receive training on writing IEP goals based on CCSS, and a tiered SST process will continue to be implemented.

### Students to be Served by this Strategy/Activity

#### Timeline

2019 - 2020 School Year

#### Person(s) Responsible

West Creek Staff

District

### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 9

Gifted and Talented Education (GATE) will continue to be a priority at West Creek Academy. Teachers will continue to implement the Advanced Learning Process for All Scholars (ALPS), introducing and the GATE icons to all students and utilizing them on various projects throughout the school year. Teachers will receive training in differentiated instruction and GATE students will receive differentiated instruction within the classroom. GATE students will also be provided an 8-week after school program. Universal GATE screening for all 3rd grade students, as well as other students in grades 4-6 by parent or teacher request, will take place. Parent education regarding Gifted and Talented Education (GATE) will be given in the form of two meetings - one in the Fall and a GATE Showcase at the end of the GATE classes. Supplies and materials will be purchased to support teachers and students in this endeavor.

### Students to be Served by this Strategy/Activity

#### Timeline

2019 - 2020 School Year

#### Person(s) Responsible

West Creek Staff

District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,860
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	GATE After School Classes
<b>Amount</b>	200

<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	GATE Materials and Supplies
<b>Amount</b>	100
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	GATE Parent Meetings
<b>Amount</b>	400
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	GATE Staff Development and Testing and Meetings Substitute

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Teacher & Parent Engagement

### Goal Statement

1. Increase Meaningful and purposeful parent involvement

\*Increase parent Involvement

\*Increase meaningful communication with all stakeholders

\*Promote parent participation in programs for unduplicated pupils and special needs subgroups

\*Continue to see parent input in decision making

2. Increase Meaningful and purposeful student engagement

\*Decrease excessive tardies (>10 days per year) from 2018-2019 school year by 5%

\*Decrease chronic absenteeism (>10 days per year) from 2018-2019 school year by 5%

\*Decrease Truancy rate from 2017-2018 school year by 5%.

3. Increase students' and teachers' sense of safety and school connectedness (School Connectedness) (baseline data)

\*Implement Positive Behavior Intervention and Support (PBIS)

\*Continue to maintain less than 0.4% suspension rate for 2018-2019 school year (district average)

\*Continue to maintain 0 expulsion for 2018-2019 school year (district average)

\*Improve traffic flow during arrival and dismissal times.

### LCAP Goal

Increase meaningful and purposeful student and parent engagement.

### Basis for this Goal

1. Parent Involvement

\*Site Council Survey Data

\*Parent attendance at Site Council Meetings

\*Parent attendance at PTA Meetings

\*Parent attendance at ELAC meetings

\*Parent attendance at GATE meetings

\*Parent attendance at school/PTA sponsored events (i.e. Back-to-School Night, Open House, Talent Show, Fall Festival, Reflections, Special events, etc.)

\*PTA volunteer minutes

\*Parent attendance at Conferences

2. Pupil Engagement

\*Decrease excessive tardies, chronic absenteeism, and Truancy rate

\*Attendance reports

Attendance Rate (16-17) > 97%

Attendance Rate (17-18) 96.9%

(523 ISC Days Completed)

Attendance Rate (17-18)

449 ISC Days Complete (19 Incomplete)

Chronic Absenteeism (>10% Chronic Excused Absences) (16-17) 2.96%

Chronic Absenteeism (>10% Chronic Excused Absences) (18-19) 0.9%

Truancy Rate (16-17) 21%

Truancy Rate (18-19)

Suspensions (16-17) 0

Suspension (17-18) 0

For the 2017-2018 School Year, we had the following SART/DART activity:

SART/DART letters sent - 386 letters  
 DART Meetings held - 25 meetings  
 SART Meetings held - 15 meetings  
 SARB Meetings held - 0 meetings

For the 2018-2019 School year from August to April 2019 we have had the following:

SART/DART letters sent - 132 letters  
 DART Meetings held - 7 meetings  
 SART Meetings held - 2 meetings  
 SARB Meetings held - 0 meetings

3. School Climate

- \*Student Information System
- \*Site Council Survey
- \*Teacher Survey
- \*Student Survey

## Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

## Planned Strategies/Activities

### Strategy/Activity 1

West Creek Academy thrives on parent involvement. Constant contact, the school website, and weekly newsletter are utilized to inform parents of the various school and PTA events. Teachers also communicate with parents regarding classroom information and curriculum via newsletters, email, phone and teacher website updates.

Other ways parents are involved at school are through committee meetings and groups, such as Gifted and Talented Education (GATE), English Learner Advisory Committee (ELAC), Site Council and PTA. Translation is provided when necessary during parent conferences, ELAC meetings, IEP meetings, and SST meetings.

School personnel works closely with the PTA to ensure that assemblies and field trips are aligned with West Creek's Music and STEAM Pathway focus.

There are many other ways in which parents participate on campus. Some of these opportunities include the following events: Back To School Night, Open House, the PTA Reflections Program, Career Day, the annual Talent Show, Fall Festival, Father/Daughter & Mother/Son Events, and Matters of the Heart.

### Students to be Served by this Strategy/Activity

#### Timeline

2018-2019 School Year

#### Person(s) Responsible

West Creek Staff

### Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

**Description**

Translation

**Strategy/Activity 2**

Pupil Engagement is of utmost importance. In order to engage and communicate with students and parents, and keep them informed and in school, West Creek Academy utilizes notices in the school newsletter, and a school-wide video broadcast. Parents are also notified regularly regarding student attendance, and administration meets with parents to discuss attendance concerns through SART, DART, and SARB meetings as necessary.

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019 School Year

**Person(s) Responsible**

West Creek Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

West Creek Academy continually works to provide a positive school climate. To that end, West Creek has implemented the school-wide Character Counts program, monthly spirit assemblies, character awards, and HOWL behavior tickets for expectations. West Creek Academy has also implemented Positive Behavior Interventions and Supports (PBIS) as well as other events/presentations to convey positive mindsets, including assemblies that promote character building and anti-bullying education, incentives/awards to recognize student achievement, Primary Grade Level Awards Assemblies, You Establish Success (Y.E.S.) Goals Assemblies, Lunch with the Principal/Assistant Principal, and Ticket Drawings. Individual classrooms have also implemented classroom awards systems.

West Creek Academy also provides a security/traffic control officer to improve traffic flow during arrival times.

**Students to be Served by this Strategy/Activity**

**Timeline**

2018-2019 School Year

**Person(s) Responsible**

West Creek Staff

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Traffic Control Officer, if funded

**Strategy/Activity 4**

For school safety, our school will practice monthly Lock Downs and Fire Drills. Earthquake Drills will also be practiced with students and staff. The safety plan includes consultation with local law enforcement officials.

**Students to be Served by this Strategy/Activity**

**Timeline**

2019-2020 School Year

**Person(s) Responsible**

West Creek Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

1. To improve student achievement in English Language Arts and Math.  
 ELA Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 80% (3% increase) of students to score either Standard Met or Exceeded in ELA, and 49% (3% increase) of students to score Standard Exceeded.  
 Math Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 72% (3% increase) of students to score either Standard Met or Exceeded in math, and 42%(3% increase) of students to score Standard Exceeded.  
 Achieve Blue on the Dashboard.
2. To improve student achievement in English Language Development.  
 \*All students will advance one level on the ELPAC.  
 \*10% of ELLs will be reclassified from LEP to R-FEP.  
 \*English Learners will increase  
 EL Learners ELA Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 64% (3% increase) of students to score either Standard Met or Exceeded in ELA, and 24% (21% increase) of students to score Standard Exceeded.  
 EL Learners Math Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 72% (3% increase) of students to score either Standard Met or Exceeded in math, and 42%(3% increase) of students to score Standard Exceeded.
3. To improve student achievement in Science.  
 \*All students will received instruction in Science which includes implementation of STEMscopes as a resource.  
 \*2015-2016 Science CST: 54% Advanced; 92% Proficient or above. 2017-2018- Pilot for CAASPP (no scores).
4. To improve student achievement in Physical Education.  
 PFT Goal: 93% Aerobic Capacity, 85% Body Composition, 75% Abdominal Strength, 88% Trunk Extension Strength, 64% Upper Body Strength, 90% Flexibility
5. To improve student achievement in Visual and Performing Arts.  
 \*All students will receive instruction in the Arts and Music.
6. To improve student achievement in Technology.  
 \*All students in grades 1-6 will participate in District-provided Typing Club program.  
 \*Students in 1-6 will use Chromebooks to increase achievement in Technology.
7. To improve student achievement in Social Studies.  
 \*All students will receive instruction in Social Studies.
8. To improve student achievement in Special Education Students.  
 \*Annual IEP meetings will demonstrate student growth towards meeting the goals.  
 \*RSP teacher discusses Intervention strategies at staff meetings.
9. To improve student achievement in Gifted and Talented Education Students.  
 \*All GATE identified students will receive differentiated instruction using the Dimensions of Depth and Complexity and explicitly taught critical thinking skills.

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts and Math  Implement Instructional Program with Intensity and Fidelity		Purchase literature sets and library books 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5,000	Purchased literature sets and library books 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Teachers continue to follow district six step plan for implementations of CCSS:</p> <ol style="list-style-type: none"> <li>1. Understand grade level standards and increase rigor.</li> <li>2. Create a plan for order grade levels will teach the standards.</li> <li>3. Create lessons to match the standards.</li> <li>4. Create a curriculum guide.</li> <li>5. Create assessments that measure mastery of what was taught.</li> <li>6. Create a pacing guide.</li> </ol> <p>*Teachers engage in planning collaboratively within and across grade-levels to align instructional methods with standards and to improve teaching practices.</p> <p>*Identify, inventory, and purchase consumable workbooks and learning tools for students (student computers, Chromebooks /laptops in the portable carts, literature sets, leveled readers, etc.) to ensure that all students have the necessary materials and resources.</p> <p>*Teachers implement intervention using supplemental resources(PALS, Read Naturally, Read Live).</p> <p>*Direct Instruction model and Response to Intervention (RTI) model to provide on-going standards based instruction and intervention.</p> <p>*Arrange schedule to maximize OWL time</p> <p>*Design lessons that follow direct instruction lesson development</p>		<p>Teacher Collaboration and Lesson Planning and Intervention</p> <p>1000-1999: Certificated Personnel Salaries Unrestricted 12,466</p>	
		<p>Instructional Assistants in TK/K class 2000-2999: Classified Personnel Salaries Unrestricted 12,105</p>	
		<p>Instructional Supplies, including Copier/Printer Contracts 4000-4999: Books And Supplies Unrestricted 58,140</p>	
		<p>Instructional Supplies-Scholastic News 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 11,000</p>	
		<p>Admin Dues and Memberships 0000: Unrestricted Unrestricted 3000</p>	<p>Admin Dues and Memberships 0000: Unrestricted Unrestricted 3,000</p>
		<p>None Specified</p>	

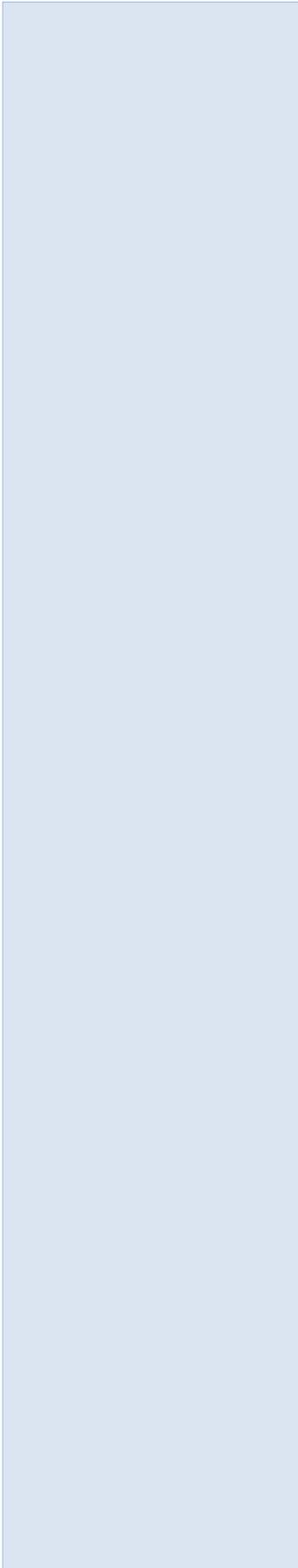
**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

format for procedural and declarative lessons when introducing/teaching a new concept.  
\*Clearly state and post lesson objectives  
\*Design lessons that provide a clean first teach  
\* Use of distributive practice (spiral review)  
\* Use of clearly defined steps for guided and independent practice.  
\*Continue Advanced Learning Process of all Scholars (ALPS)  
\* Provide differentiated curriculum and instruction for identified GATE students.  
\*Participate in district and site "Learning Walks" to develop a common language around instructional practices.  
\*Students utilize Accelerated Reader to improve reading comprehension, improve reading skills, and build self-esteem.  
\*Teachers provide differentiated and supplemental lessons and instruction in language arts and math.  
\*Instructional Assistants provide support in TK/Kindergarten classes to facilitate implementation of standards-based instruction in ELA and math.  
\*Teachers attend professional development trainings to improve language arts and math instruction(rigor, math practices).  
\*Teachers in grades 3-6 implement Jr. Toastmasters to develop writing and speaking skills



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Teachers, grades K-6, create instruction based on knowledge attained from district and site staff development.</p> <p>* Use of manipulatives, graphic organizers, and visual aides to support student learning.</p> <p>* Use of technology (student computers, computer lab, etc.) to enhance student motivation and interaction</p> <p>Implement Common Core State Standards in English Language Arts and Math</p> <p>Develop:</p> <p>*Common Core State Standards aligned lessons</p> <p>*Standards Based Units of Study</p> <p>*Layered activities and Performance Tasks</p> <p>*Participate in Learning Walks focused on specific instructional practices/strategies.</p> <p>*Purchase supplemental materials and technology to support implementation of CCSS (i.e. Ready Common Core(purchased by district), Wordly Wise(2 classrooms/purchased by school)</p> <p>*Implement incentive program to encourage academic achievement (K-3 Academic Awards, 4th-6th Grade YES Goals)</p> <p>*Work with coaches to support of CCSS.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Align staff development to support of CCSS.			
<p>English Language Development</p> <p>*All teachers implement strategies and lessons (30 minutes daily) learned from attending training in Systematic ELD with their ELLs by using the Instructional Units from ELAChive.</p> <p>* Clearly stated and posted objectives</p> <p>* Clean first teach</p> <p>*Teachers and principal/assistant principal use knowledge of students' proficiency levels to place students in classrooms that will best meet their needs.</p> <p>*Teachers utilize strategies with ELLs after attending workshops: ELD Standards, Systematic ELD, Constructing Meaning.</p> <p>*ELD-LCFF Supplemental funds are used to purchase intervention materials (EL Achieve) to support all students with basic language skills. These materials are used by teachers during small group/whole group instruction.</p> <p>*Teachers incorporate SDAIE strategies across the curriculum each day.</p> <p>*Teachers collaborate within grade levels to plan effective ELD lessons.</p> <p>*ELD Coordinator and Classroom Teachers identify all ELLs' current proficiency level through administering the ELPAC in order to meet students' needs</p>		<p>ELD Staff Development and Teacher Planning PLC 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7500</p> <p>Teacher Release Time for ELPAC &amp; other testing &amp; Lesson Planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3500</p> <p>PLC Training Team 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 900</p> <p>Instructional Assistants in K, grade 1, grade 2, grade 3 &amp; grade 4 classes with EL students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3861</p> <p>ELD Instructional Supplies- Chromebooks 4000-4999: Books And Supplies LCFF - Supplemental 2,870</p> <p>PLC Subs for Training 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000</p> <p>PLC Summer Planning 1000-1999: Certificated Personnel Salaries 288</p> <p>Certificated and Classified Benefits for Subs and Staff Development 3212</p>	<p>Teacher Release Time for ELPAC Testing 3,100</p> <p>Instructional Assistants to work with ELD students 8,195</p> <p>Chromebooks for ELD Students 2,870</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Teachers with English Language Learners work collaboratively to improve instructional practices based on data from ELPAC Assessment Results, ADEPT mid-year Assessment Results, and Systematic ELD Program.</p> <p>*Classroom Teachers and ELD Coordinator monitor students' annual ELPAC progress by maintaining current records.</p> <p>*ELD Coordinator and Principal/Assistant Principal inventory and purchase necessary ELD instructional materials to help increase proficiency in English.</p> <p>*ELD Coordinators, Administrators and office assistant supports ELD paperwork.</p> <p>* Use instructional aide to provide additional support for Beginning, Early Intermediate, and Intermediate level English Language Learners</p> <p>*Purchase library books to support ELD</p> <p>*Participate in Learning Walks to support the implementation of ELD</p> <p>*Work with District ELD coaches and ELD TOSA to support implementation of ELD</p> <p>*Utilize Chromebooks for ELD students during designated and integrated ELD time</p> <p>Use Upper Elementary Student Guide for Expository Writing as part of the guide.</p> <p>Improve Parent Participation</p> <p>* Hold ELAC meetings and include parent education topics (basic</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources).</p> <ul style="list-style-type: none"> <li>* Offer babysitting during after-school meetings as needed.</li> <li>* Provide translators for meetings as needed.</li> <li>* Provide snacks for parents and children</li> <li>* Keep parents informed of DELAC meeting dates</li> <li>* Provide overview of community and school resources (parent library cards, after school enrichment, etc).</li> </ul>			
<p>Science</p> <ul style="list-style-type: none"> <li>*All teachers will receive initial training in STEMscopes in order to facilitate transition to NGSS.</li> <li>*K-6 teachers will receive access to STEMscopes for themselves and their students.</li> <li>*All teachers will receive training for STEMscopes.</li> <li>*Administrators and teacher representative will attend county workshop and trainings.</li> <li>*Collaborative Instructional Planning (CIP)</li> <li>*Design Lessons to promote higher DOK levels</li> </ul>		<p>STEMscopes Technology and Materials 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5,000</p> <p>Mystery Science Parent-Teacher Association (PTA) 1,000</p>	<p>Stemscopes 5,000</p> <p>Mystery Science Parent-Teacher Association (PTA) 1,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>*Design activities that include rigor and complexity</li> <li>*Develop pacing guides</li> <li>*Teacher-created assessments</li> </ul>			
<p>Physical Education</p> <p>Focus on Physical Fitness</p> <ul style="list-style-type: none"> <li>*Teachers provide P.E. instruction to ensure that the requirement of 200 minutes/10 instructional days is being met.</li> <li>*PE TOSA provides inservice, in-class support and instructional strategies for teachers as PE is taught.</li> <li>*Inventory equipment and purchase necessary materials to provide students with the opportunity to meet grade-level standards.</li> <li>*Utilize equipment and implement lessons described in PEP and SPARKS during formal instruction time and at student recess</li> <li>*K-6 Teachers incorporate music and movement with all students.</li> <li>*Teachers focus attention on aerobics, flexibility, and building strength.</li> </ul>			
<p>Visual and Performing Arts</p> <ul style="list-style-type: none"> <li>*Meet the Masters: K-6</li> <li>*Weekly (20 weeks) music Classes for grades TK-3 and Pathway classes for Grades 4-6</li> <li>*A grade level specific STEAM Pathway classes</li> </ul>		<p>Materials and supplies 4000-4999: Books And Supplies Unrestricted 2,000</p> <p>Contract with CalArts 5800: Professional/Consulting Services And Operating Expenditures Parent-</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Unrestricted 2,000</p> <p>Contracts with Cal Arts 5800: Professional/Consulting Services And Operating Expenditures Parent-</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>- A 4-week (8 lessons/activities) of each of five STEAM areas</p> <p>*A field trip to the COC Performing Arts Center TK-6 or a field trip that supports the grade level standards in curricular areas.</p> <p>*LA Opera in-school music opera program and Voices for Tolerance</p> <p>*Kennedy Center arts-integrated training.</p> <p>*Kennedy-trained teachers provide arts-integrated lessons and activities integrating VAPA standards and CCSS.</p> <p>*Kennedy-trained teachers provide in-services for interested teachers for integrating arts in the classroom.</p> <p>*Participate in learning walks to support the Visual and Performing Arts in the classroom.</p>		<p>Teacher Association (PTA) 43,000</p> <p>Contract with LA Phil/School Opera 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 5,000</p> <p>Contract with Hip Hop/COC 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 4,000</p> <p>Kennedy Center Art-Integration Staff Development 1000-1999: Certificated Personnel Salaries District Funded</p> <p>Field Trips None Specified Parent-Teacher Association (PTA) 1,400</p> <p>After School Theater 1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA) 672</p> <p>Theater with Mrs. Gibbs 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 600</p>	<p>Teacher Association (PTA) 42,135</p> <p>Contract with LA/School Opera 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 5,000</p> <p>Hip Hop/Universal 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 4,000</p> <p>Field Trips None Specified Parent-Teacher Association (PTA) 1,400</p> <p>After School Theater 1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA) 672</p> <p>Theater with Mrs. Gibbs 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 600</p>
<p>Technology</p> <p>*Teachers provide students the opportunity to practice and apply typing skills.</p> <p>*Teachers integrate technology into lessons and students products.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*All teachers will have an access to Chromebooks in the classroom</p> <p>*Purchase materials and supplies to support Engineering is Elementary Curriculum.</p> <p>*All teachers will have Interactive Flat Panel in the classroom and receive training.</p>			
<p>Social Studies</p> <p>Continued Directed Instruction lessons for Social Studies including social studies lessons modeled during learning walks</p> <p>Implement FAST Framework lesson design:            *Maximize OWL time            *Clearly state lesson objectives            *Model with "Clean Teach"            *Independent Practice aligned with Lesson Objective</p> <p>Curriculum            *Purchase supplies and materials to support learning            *Grant Writing - Keeping History Alive</p> <p>Collaborative Instructional Planning (CIP)            *Design Lessons to promote higher DOK levels            *Design activities that include rigor and complexity</p>			
<p>Special Education</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*All special education teachers receive training on writing IEP goals based on CCSS.</p> <p>*All special education teachers provide instruction based on CCSS corresponding to the students' grade level.</p> <p>*Continue to implement tiered SST process</p>			
<p>Gifted and Talented Education</p> <p>*Provide universal GATE screening for all 3rd grade students as well as other students in grades 4-6 by parent or teacher request.</p> <p>*Teachers continue to implement Advanced Learning Process for All Scholars (ALPS).</p> <p>*Teachers provide 8 week after school programs to GATE identified students.</p> <p>*Provide training in differentiated instruction.</p> <p>*Purchase materials and supplies to support teachers.</p> <p>*Parent education on GATE &amp; GATE parent meetings - a minimum of two meeting in fall and one in spring .</p>		<p>GATE After School Classes 1000-1999: Certificated Personnel Salaries General Fund 1,860</p> <p>GATE Materials and Supplies 4000-4999: Books And Supplies General Fund 200</p> <p>GATE Parent Meetings 4000-4999: Books And Supplies LCFF - Supplemental 100</p> <p>GATE Staff Development and Testing and Meetings Substitute 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400</p>	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

For the 2019-2020 school year, our staff will be implementing Professional Learning communities to work together in grade level teams and utilize formative assessment to analyze students understanding of the standards and to determine reteaching and enrichment. The following questions will drive the PLC. What do we want each student to know and learn?How will we know when each student has learned it?How will we respond when a student has difficulty

or needs more time to learn? This is a cycle of continuous improvement to help move forward and will be used to create SMART( Specific, Measurable, Attainable, Results oriented, and Timely).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
Research has shown the success of PLC teams. Through providing time for teachers and participating in the process if a cycle of plan, do, check, act, the goal will be to increase students academic achievement in the subject areas.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.  
NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.  
NA



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• PTA</li> </ul> <p>*Provide translation at:</p> <ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• ELAC meetings</li> <li>• IEP Meetings</li> <li>• SST Meetings</li> </ul> <p>*Provide childcare and snacks at ELAC meetings</p> <p>*Work with PTA to align school assemblies and field trips with West Creek's Music and STEAM Pathway focus</p> <p>*Other Parent Participation Opportunities include:</p> <ul style="list-style-type: none"> <li>• Back To School Night</li> <li>• Open House</li> <li>• PTA Reflections Program</li> <li>• Career Day</li> <li>• Talent Show</li> <li>• Fall Festival</li> <li>• Father/Daughter &amp; Mother/Son Events</li> <li>• Matters of the Heart</li> </ul>			
<p>Pupil Engagement</p> <p>*Notices in the school newsletter</p> <p>*School-wide Broadcast</p> <p>*Notify parents regularly of student attendance</p> <p>*Hold SART, DART, and SARB meetings as necessary</p>		<p>Materials and Supplies 4000-4999: Books And Supplies Unrestricted 500</p>	<p>Materials and Supplies Unrestricted 500</p>
<p>School Climate</p>		<p>Materials and Supplies 4000-4999: Books And</p>	<p>Materials and Supplies 4000-4999: Books And</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Implement school-wide Character Counts programs</p> <ul style="list-style-type: none"> <li>• Monthly Assemblies</li> <li>• Character Awards</li> <li>• Character Traits Tickets</li> <li>• HOWL behavior tickets for expectations</li> </ul> <p>*Implement Positive Behavior Intervention and Support (PBIS)</p> <p>*Provide assemblies that promote character building and anti-bullying education</p> <p>*Provide incentives/awards to recognize student achievement</p> <ul style="list-style-type: none"> <li>• Primary Grade Level Awards Assemblies</li> <li>• You Establish Success (Y.E.S.) Goals Assemblies</li> <li>• Lunch with the Principal/Assistant - Ticket Drawings</li> </ul> <p>*Classroom Awards System</p> <p>*Provide traffic control officer to improve traffic flow during arrival and dismissal times.</p>		<p>Supplies Unrestricted 1,000</p> <p>Traffic Control Officer, if funded 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>	<p>Supplies Unrestricted 1,000</p> <p>District Funded</p>
<p>School Safety</p> <p>*Purchase Emergency Supplies</p> <p>*Practice Monthly Lock Down, Fire Drills, and Earthquake Drills</p>		<p>Emergency Food For Sites 0000: Unrestricted Unrestricted 2,985</p>	<p>Emergency Food for Sits 0000: Unrestricted Unrestricted 2,985</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Work with Deputies on Lock Down Drills			

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

In order to enhance parental involvement, pupil engagement and school climate, West Creek Academy will embrace multiple strategies.

First, to increase parental involvement, West Creek Academy will continue with the events that have been successful in the past and put on by PTA. These include the Mother/Son Dance, Father/Daughter Dance, Fun Run, and Matters of the Heart, International Night, Talent Show, to name a few. West Creek Academy would also like to have an increased parent-presence during morning valet, which will be helped with the creation of a valet committee. Other standing committees, such as the English Language Advisory Committee, GATE, Site Council and PTA are also areas in which parents can take part.

Technology, our pathways programs, and our partnerships with LA Opera, College of the Canyons and Cal Arts will be at the forefront of pupil engagement. Striving for a 1:1 ratio of chromebooks to students will help our kids to not only use a real-world tool to complete assignments, but allow them to access programs, such a worksheets, presentation software and the internet for research. Having chromebooks also fuels our students' ability to learn coding, furthering their technological education.

The arts is another area in which West Creek Academy is successful in gaining and keeping students engaged. Partnerships with LA Opera, College of the Canyons and Cal Arts enables West Creek Academy to offer a well-rounded repertoire of theater and music to its students. After school programs conducted through the Cal Arts partnership give students additional opportunities to take part in a music program.

A welcoming and safe school climate is another important area on which West Creek Academy focuses. By teaching Character Counts and utilizing Positive Behavior Interventions and Supports (PBIS), West Creek Academy provide a safe environment for learning. Character Counts awards are given each month at school-wide assemblies. School-wide expectations are posted throughout campus, and personal reflection as well as a check-in/check-out support system are utilized to create a positive environment in which staff can teach and assist students to learn not only academic skills, but social skills too.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of West Creek Academy strategies and activities are wide ranging.

Parents have multiple ways to become involved on campus, whether they take an active role or a more passive role in support of their children. West Creek Academy believes that everyone has something to offer, and the staff is glad to have so many volunteers that enhance the educational experience of our students on a daily basis. These methods are measurable by parent participation.

The arts offer students an opportunity to expand their minds and to learn in new ways. The success of West Creek Academy's programs can be based on participation in addition to parent interest.

Real world opportunities extend students' learning and enable them to connect to concepts that few other students can. Having the most up to date technology for our students will enable them to gain the necessary skill set to keep pace and compete with students from around the world. This strategy is measurable through student achievement as well as participation.

In addition to academics, students need to be able to communicate and work well with others. Having expectations and goals help students stay organized and behave appropriately in a variety of situations. West Creek Academy's School-Wide Information System (SWIS), which tracks student behavior, can be utilized to measure the success of our PBIS program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There may be additions to this goal, especially in the area of School Climate with regard to PBIS, as West Creek Academy has not completed the full battery of training yet.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	187,140.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
General Fund	2,560.00
LCFF - Supplemental	22,063.00
Parent-Teacher Association (PTA)	89,272.00
Unrestricted	73,245.00

## Expenditures by Budget Reference

Budget Reference	Amount
	83,272.00
0000: Unrestricted	3,900.00
1000-1999: Certificated Personnel Salaries	16,760.00
2000-2999: Classified Personnel Salaries	15,966.00
4000-4999: Books And Supplies	66,242.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	2,260.00
4000-4999: Books And Supplies	General Fund	300.00
0000: Unrestricted	LCFF - Supplemental	900.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,861.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,802.00
	Parent-Teacher Association (PTA)	1,000.00
	Parent-Teacher Association (PTA)	83,272.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	5,000.00
0000: Unrestricted	Unrestricted	3,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	12,105.00
4000-4999: Books And Supplies	Unrestricted	58,140.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sue Bett	Principal
David Lindsay	Classroom Teacher
Connie Lindsay	Classroom Teacher
Cynthia Kirk	Classroom Teacher
Linda Johnson	Other School Staff
Leslie Powell	Parent or Community Member
Kevin Tung	Parent or Community Member
Eric Goldberg	Parent or Community Member
Matthew Nonemacher	Parent or Community Member
Lina Talukder	Parent or Community Member

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.

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

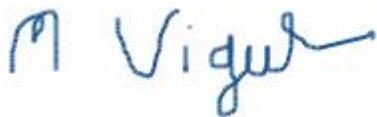
# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 4/9/2019.

Attested:

	Principal, Susan Bett on 4/9/19
	SSC Chairperson, Matthew Nonemacher on 4/9/19