

The Single Plan for Student Achievement

School: Yucca Valley Elementary School
CDS Code: 36-677776036040
District: Morongo Unified School District
Principal: Dr. Kurt McLachlan
Revision Date: 6/12/17

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

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

Contact Person: Kurt McLachlan
Position: Principal
Phone Number: 760-365-3381
Address: 7601 Hopi Trail
Yucca Valley, CA 92284
E-mail Address: kurt_mclachlan@morongo.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

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School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	92	85	87	84	87	84	94.6	98.8
Grade 4	85	87	82	81	82	81	96.5	93.1
Grade 5	74	82	72	79	72	79	97.3	96.3
Grade 6	86	75	84	73	84	73	97.7	97.3
All Grades	337	329	325	317	325	317	96.4	96.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2373.6	2375.9	7	8	20	18	25	26	48	48
Grade 4	2420.9	2428.0	9	10	22	17	27	28	43	44
Grade 5	2454.0	2491.0	6	19	25	29	26	24	43	28
Grade 6	2511.2	2491.8	8	4	35	26	35	36	23	34
All Grades	N/A	N/A	7	10	25	22	28	28	39	39

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	38	40	53	50
Grade 4	15	16	37	46	49	38
Grade 5	11	18	39	46	50	37
Grade 6	15	8	57	51	27	41
All Grades	13	13	43	45	45	42

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	11	40	43	52	46
Grade 4	6	4	51	52	43	44
Grade 5	11	30	44	42	44	28
Grade 6	13	10	54	49	33	41
All Grades	10	14	47	46	43	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	11	61	58	28	31
Grade 4	6	12	67	63	27	25
Grade 5	7	15	63	66	31	19
Grade 6	17	10	69	73	14	18
All Grades	10	12	65	65	25	23

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	10	51	50	41	40
Grade 4	10	7	48	62	43	31
Grade 5	17	23	54	57	29	20
Grade 6	21	15	62	66	17	19
All Grades	14	14	54	58	33	28

Conclusions based on this data:

1. 3rd grade will be at 44% met. 4th Grade will be at 47% met. 5th Grade will be at 40% met. 6th grade will be at 72% met.
2. Our strength as a school is research and inquiry and our weakness is reading and writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	92	85	88	84	87	84	95.7	98.8
Grade 4	85	87	82	80	82	80	96.5	92
Grade 5	74	82	72	79	72	79	97.3	96.3
Grade 6	86	74	84	72	83	72	97.7	97.3
All Grades	337	328	326	315	324	315	96.7	96

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2387.3	2392.1	5	4	25	26	24	32	45	38
Grade 4	2434.1	2435.6	2	5	28	19	38	40	32	36
Grade 5	2445.7	2466.3	1	6	14	16	32	34	53	43
Grade 6	2519.0	2475.0	13	3	27	21	32	32	26	44
All Grades	N/A	N/A	6	4	24	21	31	35	39	40

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	10	11	38	44	52	45	
Grade 4	7	13	46	28	46	60	
Grade 5	4	14	28	34	68	52	
Grade 6	31	11	35	29	34	60	
All Grades	14	12	37	34	49	54	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	11	31	54	56	36
Grade 4	10	8	41	39	49	54
Grade 5	4	8	29	39	67	53
Grade 6	8	6	55	39	36	56
All Grades	9	8	40	43	52	49

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	10	57	65	36	25
Grade 4	9	13	48	48	44	40
Grade 5	0	5	46	52	54	43
Grade 6	14	3	48	57	37	40
All Grades	8	8	50	56	42	37

Conclusions based on this data:

- 1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1		8		18	15	25	64	38	50	18	15	25		23	
2				30	14	19	20	29	13	20	29	38	30	29	31
3				13			38	17	50	25	50	30	25	33	20
4	7		10	20	13	20	47	50	40	27	13	30		25	
5		18		20	27	27	60	36	45	20	18	18			9
6	***	33	17	***	33	33			50		33				
Total	4	10	5	23	18	21	42	31	38	21	24	24	10	18	13

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			7				11	60	43	50	20	21	39	20	29
1		12		17	12	43	67	35	29	17	18	29		24	
2				25	25	19	17	25	13	25	25	38	33	25	31
3				13			38	14	50	25	43	30	25	43	20
4	7		18	20	10	18	47	40	36	27	10	27		40	
5		23		20	23	33	60	38	42	20	15	17			8
6	25	29	15	50	29	31			54		29		25	14	
Total	3	10	6	16	15	19	34	31	37	28	21	23	19	22	14

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	52	51	63
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	52	51	63
Number Met	29	25	30
Percent Met	55.8%	49.0%	47.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	61	8	46	18	53	25
Number Met	10	--	7	6	5	9
Percent Met	16.4%	--	15.2%	33.3%	9.4%	36.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	No	No	No

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	318	294	329
Percent with Prior Year Data	100.0		100
Number in Cohort	318	294	329
Number Met	197	178	194
Percent Met	61.9	60.5	59
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	255	123	241	131	251	139
Number Met	71	63	66	67	61	71
Percent Met	27.8	51.2	27.4	51.1	24.3	51.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LEA GOAL: English Language Arts- All students will reach high standards, at a minimum attaining proficiency or better in reading.
SCHOOL GOAL #1:
SCHOOL GOAL #1 English Language Arts <ol style="list-style-type: none">1. Demonstrate grade level student growth towards mastery in English Language Arts. Demonstrated growth will be a 5% increase. Particular attention will be given to 3rd grade students in the area of reading.2. Increase 3rd grade students' performance levels in English Language Arts from performance level yellow to performance level green. Additional school supports, along with Common Core instruction in the general education setting, will be provided for student groups including foster youth, English Learners, and students designated as low socio-economic status.3. Increase English Learner Progress on CAASPP from performance level orange to performance level yellow.4. Increase the number of reclassified English Learners by 5 students.5. Create an engaging, student-centered classroom through PBL, and the use technology as a tool for learning and student engagement.
Data Used to Form this Goal:
2016-2017 Districtwide Benchmarks, STAR Reading Reports, LEXIA Progress Reports, CAASPP results, PBL gold standard
Findings from the Analysis of this Data:
Analysis completed by instructional staff, along with School Site Council feedback, noted some growth in student performance towards mastery on Districtwide Benchmarks for English Language Arts. Findings indicated that first year implementation of a newly adopted English Language Arts curriculum, along with only a few opportunities to establish common grade level curriculum mapping may have contributed to lower student growth towards mastery. In 2017/2018, for the first time, student CAASPP indicator for "Status" will be used, along with student CAASPP indicator for "Change." Currently, overall English Language Arts student performance level is yellow for Yucca Valley Elementary School.
How the School will Evaluate the Progress of this Goal:
Formative Districtwide Benchmark data analysis, CAASPP "Status" and "Change" analysis, STAR Reading Growth Report, LEXIA progress report, After School Tutoring feedback, and PBL Gold Standard Analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Release time for instructional planning.		Principal, Leadership Team, Grade levels	Provide substitutes for grade level collaboration or professional development days.	1000-1999: Certificated Personnel Salaries	PFDV	8,000
			Collect and analyze district and school level formative/summative assessments in ELA - Provide substitutes	1000-1999: Certificated Personnel Salaries	Title I	765
1.2 Professional development to assist in the development of increasing proficiency rates and/or reclassification rates.		Principal, Leadership Team, Grade levels	Attend CCSS professional development or other workshops.	5800: Professional/Consulting Services And Operating Expenditures	PFDV	4,748
			Attend STEAM professional development targeting EL intervention to increase Math and ELA proficiency levels	5800: Professional/Consulting Services And Operating Expenditures	LCAP	1,000
			Purchase professional books for teacher development during PLC	4000-4999: Books And Supplies	PFDV	
1.3 Provide support-staff to strategically offer support assistance to students that are not achieving proficiency levels in core areas.		Principal, Leadership Team, Grade levels	Support staff to assist with under performing students.	1000-1999: Certificated Personnel Salaries	Title I	79,249
				2000-2999: Classified Personnel Salaries	LCAP	16,081
			Provide Substitutes for support staff planning	1000-1999: Certificated Personnel Salaries	LCAP	
			Provide Substitutes for support staff (IA) planning	2000-2999: Classified Personnel Salaries	LCAP	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Allocate resources to increase student success with CCSS.		Principal, Leadership Team, Grade levels	Purchase of supplemental materials for students that are not achieving proficiency .	4000-4999: Books And Supplies	Title I	10,282
			Purchase of supplemental materials for students that are not achieving proficiency or have been identified as longterm English learners.	4000-4999: Books And Supplies	LCAP	27,128
			Purchase of software/licenses/hard ware and repairing existing equipment.	4000-4999: Books And Supplies	Title I	34,595
			Purchase of software/licenses/hard ware and repairing existing equipment.	4000-4999: Books And Supplies	LCAP	23,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA GOAL: Mathematics- All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.
SCHOOL GOAL #2:
SCHOOL GOAL #2 : Mathematics 1. Demonstrate grade level student growth towards mastery in Mathematics. Demonstrated growth will be a 5% increase across all grade levels. 2. Increase students' performance levels in Mathematics from performance level orange to performance level yellow. Additional school supports, along with Common Core instruction in the general education setting will be provided for student groups, including foster youth, English Learners, and students designated as low socio-economic status. 3. Increase English Learner progress on CAASPP from performance level orange to performance level yellow. 4. Create an engaging student-centered classroom through PBL, and the use of technology as a tool for learning.
Data Used to Form this Goal:
2016-2017 Districtwide Benchmarks, MobyMax student progress reports, After School Tutoring program, CAASPP results, and PBL Gold Standard
Findings from the Analysis of this Data:
Analysis completed by instructional staff, along with School Site Council feedback, noted some growth in student performance towards mastery on Districtwide Benchmarks. Findings indicated that prior usage of the ST Math program did not indicate substantial student growth in Mathematics achievement. Mathematics achievement, however, was impacted in a positive way through the usage of MobyMax with intervention students. In 2017/2018, for the first time, student CAASPP performance indicators will be used for student progress. Currently, overall Mathematics student performance level is orange for Yucca Valley Elementary School.
How the School will Evaluate the Progress of this Goal:
Formative Districtwide Benchmark data analysis, CAASPP "Status" and "Change" analysis, MobyMax progress reports, After School Tutoring feedback, and PBL Gold Standard analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Release time for instructional planning.		Principal, Leadership Team, Grade levels	Provide substitutes for grade level collaboration or professional development days. See Goal 1	1000-1999: Certificated Personnel Salaries	Title I	
			Collect and analyze district and school level formative/ summative assessments in math. See Goal 1	1000-1999: Certificated Personnel Salaries	PFDV	
2.2 Professional development to assist in the development of increasing proficiency rate and/ or reclassification rates.		Principal, Leadership Team, Grade levels	Attend CCSS professional development or other workshops. See Goal 1	5800: Professional/Consulting Services And Operating Expenditures	Title I	
			Attend STEAM professional development targeting EL intervention to increase Math and ELA proficiency levels See Goal 1	5800: Professional/Consulting Services And Operating Expenditures	LCAP	
			Purchase professional books for teachers to conduct book/ lesson studies. See Goal 1	4000-4999: Books And Supplies	PFDV	
2.3 Provide support-staff to strategically offer assistance to students that are not achieving proficiency levels in core areas.		Principal, Leadership Team, Grade levels	Support staff to assist with underperforming students See Goal 1	1000-1999: Certificated Personnel Salaries	Title I	
				2000-2999: Classified Personnel Salaries	LCAP	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Allocate resources to increase student success with CCSS.		Principal, Leadership Team, Grade levels	Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. See Goal 1	4000-4999: Books And Supplies	Title I	
			Purchase of software/licenses /hardware and repairing existing equipment See Goal 1	4000-4999: Books And Supplies	Title I	

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA/LCAP GOAL:
LEA GOAL: English Learners- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, 2014-2015
SCHOOL GOAL #3:
SCHOOL GOAL #3 1. Demonstrate grade level student growth towards mastery in Reading and Mathematics. Demonstrated growth will be a 5% increase across all grade levels. 2. Increase reclassification of English Learners by 5 students. 3. Increase students' performance levels in English Language Arts and Mathematics. Additional school supports, along with Common Core instruction in the general education setting, will be provided to English Learners. Currently, the English Learners CAASPP performance indicator is level orange. 4. Create an engaging, student-centered classroom through PBL, and use technology as a tool for learning.
Data Used to Form this Goal:
Districtwide Benchmark analysis, CELDT scores (Fall 2017), STAR Reading reports, LEXIA progress reports, MobyMax student progress reports, After School Tutoring program, CAASPP results, PBL Gold Standard
Findings from the Analysis of this Data:
In looking at each individual ELA and CELDT strands, our areas of need are: Writing conventions Reading Comprehension Vocabulary Fluency
How the School will Evaluate the Progress of this Goal:
CELDT student scores (Fall 2017) and new English Learners state assessment results, Formative Districtwide Benchmark data analysis, CAASPP "Status" and "Change" analysis, STAR Reading reports, LEXIA progress reports, After School Tutoring feedback, PBL Gold Standard analysis, and monthly collaboration with EL Coordinator and EL instructional assistant

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Release time for instructional planning.		Principal, Leadership Team, Grade levels	Provide substitutes for grade level collaboration or professional development days. See Goal 1	1000-1999: Certificated Personnel Salaries	Title I	
			Collect and analyze district and school level formative/summative assessments. See Goal 1	1000-1999: Certificated Personnel Salaries	PFDV	
3.2 Professional development to assist in the development of increasing proficiency rates and/ or reclassification rates.		Principal, Leadership Team, Grade levels	Attend CCSS professional development or other workshops. See Goal 1	5000-5999: Services And Other Operating Expenditures	Title I	
			Attend STEAM professional developement targeting EL intervention to increase Math and ELA profecency levels See Goal 1	5700-5799: Transfers Of Direct Costs	LCAP	
			Purchase professional books for teachers to conduct book/ lesson studies. See Goal 1	4000-4999: Books And Supplies	PFDV	
3.3 Provide support staff to strategically offer assistance to students that are not achieving proficiency levels in core areas.		Principal, Leadership Team, Grade levels	Support staff to assist with underperforming students See Goal 1	1000-1999: Certificated Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support staff to assist with underperforming students See Goal 1	2000-2999: Classified Personnel Salaries	LCAP	
3.4 Allocate resources to increase student success with CCSS.		Principal, Leadership Team, Grade levels	Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. See Goal 1	4000-4999: Books And Supplies	Title I	
			Purchase of software/licenses/hardware and repairing existing equipment. See Goal 1	4000-4999: Books And Supplies	Title I	

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Culture
LEA/LCAP GOAL:
LEA GOAL: School Culture- All students will be educated in a learning environment that is safe, drug free, and conducive to learning.
SCHOOL GOAL #4:
SCHOOL GOAL #4- Yucca Valley Elementary School will continue to improve the learning and working environment through the safety, well-being, health and welfare of all students as well as provide and develop the opportunities for college and career options. 1. Decrease office disciplinary referrals and suspensions by 10% using PBIS Tier I (Universal Expectations Schoolwide) and PBIS Tier II (Restorative Practices), along with OLWEUS Anti-bullying prevention training sessions. 2. Increase student attendance rate to 96.5% through attendance incentives and class contests. 3. Increase student performance in English Language Arts and Mathematics on Districtwide Benchmark assessments. 4. Increase re-classification of English Learners by 5 students. 5. Decrease Special Education referrals for testing through a push-in intervention model and monthly special education meetings.
Data Used to Form this Goal:
SWIS reports, Districtwide Benchmarks, CELDT scores (FALL 2017), STAR Reading Reports, LEXIA progress reports, MobyMax student progress reports, After School Tutoring program, CAASPP results, PBL Gold Standard, and PBIS Tiered Fidelity Inventory Walkthroughs
Findings from the Analysis of this Data:
After reviewing data reports to support our student needs, our area of concerns are: <ul style="list-style-type: none">• Schoolwide regular attendance rates• Character Counts Education• Schoolwide PBIS Tier I reports• Schoolwide PBIS Tier II restorative justice documentation• Awards and incentives to promote schoolwide expectations of "Be Safe," "Be Respectful," and "Be Responsible."• Student annual attendance average is 96.3%
How the School will Evaluate the Progress of this Goal:
SWIS PBIS reports, District Attendance reports, CELDT student scores (Fall 2017) and new English Learner state assessment results, Formative Districtwide Benchmark data analysis, CAASPP "Status" and "Change" analysis, STAR Reading reports, LEXIA progress reports, After School Tutoring feedback, PBL Gold Standard analysis, Illuminate Discipline reports, Illuminate entries for targeted intervention through the CCT (Coordinated Care Team).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Coordinate career awareness with guest speakers.		Principal, Leadership Team, Grade levels	Assembly costs.	5000-5999: Services And Other Operating Expenditures	LCAP	
4.2 Field trips to local businesses and colleges.		Principal, Leadership Team, Grade levels	Transportation Costs.		LCAP	
4.3 Educate parents on CSU/UC eligibility requirements.		Principal, Leadership Team, Grade levels	Assembly Costs.	5000-5999: Services And Other Operating Expenditures	LCAP	
			Light refreshments/ Child Care.	5000-5999: Services And Other Operating Expenditures	Title I	
4.4 Coordinate response to instruction and intervention program.		Principal, Leadership Team, Grade levels	Hire Support staff: Certificated and/or classified to support underperforming students See Goal 1	1000-1999: Certificated Personnel Salaries	Title I	
				2000-2999: Classified Personnel Salaries	LCAP	
				1000-1999: Certificated Personnel Salaries	LCAP	
				2000-2999: Classified Personnel Salaries	Title I	
4.5 Provide extended learning opportunities.		Principal, school level committees, SSC, ELAC, and survey	Extended Learning. Opportunities for underperforming students. See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Hire Support staff: Certificated and/or classified to support underperforming students. See Goal 1 Extra duty pay for extended learning opportunities to support underperforming students See Goal 1	1000-1999: Certificated Personnel Salaries	Title I	
4.6 Provide mentoring programs for students.		Principal, Leadership Team, Grade levels	Hire Support staff: Certificated and/or classified to support underperforming students. See Goal 1 Extra duty pay for extended learning opportunities to support underperforming students See Goal 1	1000-1999: Certificated Personnel Salaries	LCAP	
4.7 Implement incentives for students to increase attendance.		Principal, Leadership Team, Grade levels	Attendance incentives. See Goal 1 Community Liaison.	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	LCAP Title I	 634
4.8 Implement/ continue positive behavior health services such as PBIS and PlayWorks.		Principal, Leadership Team, Grade levels	Extra duty pay for trainings.	1000-1999: Certificated Personnel Salaries	LCAP	

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: English Learners
LEA/LCAP GOAL:
LEA GOAL: Parent Involvement
SCHOOL GOAL #5:
SCHOOL GOAL #5- Yucca Valley Elementary will: 1. Increase parent involvement by 10% 2. Increase English Learner Parent Involvement
Data Used to Form this Goal:
Parent participation data Family Faculty Association recommendations English Learner Parent recommendations/suggestions School Calendar PBIS parent trainings
Findings from the Analysis of this Data:
Parent involvement is growing. This year, Yucca Valley Elementary held sessions for parents to participate in the LCAP progress in our computer labs and in the main office. The result was Yucca Valley Elementary parents contributed to completing the highest number of LCAP survey out of all the district's elementary schools. There is a greater need to incorporate parents as members of the PBIS team at the school. Data shows little parent involvement in determining schoolwide expectations.
How the School will Evaluate the Progress of this Goal:
Parent member on the PBIS Tier I committee, Parent sign-in sheets for PBIS parent trainings, Family Faculty Association suggestions for improvement (FFA meeting minutes), and Family Involvement binder (submitted annually to District Office)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Parent Communication		Principal, Leadership Team, Grade levels	Translations for parent information	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Printing for Newsletter	5000-5999: Services And Other Operating Expenditures	Title I	450
			School Messenger	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	509
			Student Services (Web Page)	2000-2999: Classified Personnel Salaries	Title I	1,500
			Binder Reminders	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,464
5.2 Hire staff (community liaison) to support for families with attendance/grades/health issues/ etc. as well as increase parent involvement in school.		Principal, Leadership Team, Grade levels	Light refreshments/ Child care. See Goal 4 Parent classes Press releases Calendaring events			
5.3 Student Performances/ Events		Principal, Leadership Team, Grade levels	Staffing for performance/events Staff Development Program Development Materials/equipment purchasing and maintenance for performances			
5.4 Parent Education		Principal, Leadership Team, Grade levels	Materials/equipment purchasing and maintenance for performances Educational Materials. Extra duty for teachers to lead parent classes.			

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #7

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #8

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs		Allocation
	California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	
X	Local Control Funding Formula/Local Control and Accountability Plan	67,209
	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	
	Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	
	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	
	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	
	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	
	School Safety and Violence Prevention Act Purpose: Increase school safety	
	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	
	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	
Total amount of state categorical funds allocated to this school		

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	127,475
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	1,973
	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	12,748
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and	

	meet academic performance standards	
	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	
	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	
	Other federal funds (list and describe)	
	Other federal funds (list and describe)	
	Other federal funds (list and describe)	
Total amount of state categorical funds allocated to this school		
Total amount of state and federal categorical funds allocated to this school		

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Amanda DelaRosa				X	
Theresa Forman				X	
Darlene Gonzalez				X	
Shannon Brunk				X	
Angelica Vargas				X	
Shawn Tate		X			
Suzanne Conway		X			
Kristina Turk		X			
Kurt McLachlan	X				
Kojo McCallum (MTA non-voting)		X			
Teri Markley (CSEA non-voting)			X		
Numbers of members of each category:	1	4	2	4	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Dr. Kurt McLachlan

Typed Name of School Principal

Signature of School Principal

Date

Shawn Tate

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date