

# The Single Plan for Student Achievement

**School:** Carlton Hills Elementary - Please see attachment  
**CDS Code:** 37 68361 6040356  
**District:** Santee School District  
**Principal:** Stephanie Southcott  
**Revision Date:** December 12, 2017

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

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

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**The District Governing Board approved this revision of the SPSA on March 2018.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	3
Description of Barriers and Related School Goals .....	5
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	11
Planned Improvements in Student Performance .....	12
School Goal #1.....	12
School Goal #2.....	15
School Goal #3.....	17
School Goal #4.....	20
School Goal #5.....	23
Centralized Services for Planned Improvements in Student Performance .....	24
Centralized Service Goal #1 .....	24
Centralized Service Goal #2 .....	26
Centralized Service Goal #3.....	27
Centralized Service Goal #4 .....	28
Centralized Service Goal #5.....	29
Summary of Expenditures in this Plan.....	30
Total Allocations and Expenditures by Funding Source .....	30
Total Expenditures by Object Type.....	31
Total Expenditures by Object Type and Funding Source .....	32
Total Expenditures by Goal .....	33
School Site Council Membership.....	34
Recommendations and Assurances.....	35
Parental Involvement Policy.....	36

## School Vision and Mission

### **Carlton Hills Elementary - Please see attachment's Vision and Mission Statements**

Carlton Hills School is a place that focuses on purposeful learning for students and prepares them for success in college and careers. The school embraces the District Mission that assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

## School Profile

Carlton Hills School is a Title I school serving kindergarten through 8th grades students. There is also pre-school, Transitional Kindergarten and Early Admission to Kindergarten programs. Carlton Hills is a neighborhood school located at 9353 Pike Road in the community of Santee, California. The staff is fully credentialed in their subject areas and students come from diversified backgrounds.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

### Classroom Observations

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

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

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

#### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
  
14. Research-based educational practices to raise student achievement

### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
  
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### Funding

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

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	48	59	46	48	58	46	48	58	95.8	100	98.3
Grade 4	44	46	46	42	46	44	42	46	44	95.5	100	95.7
Grade 5	48	44	47	44	44	47	44	44	47	91.7	100	100
Grade 6	41	46	44	41	45	42	41	45	42	100.0	97.8	95.5
Grade 7	81	55	65	81	53	65	81	53	65	100.0	96.4	100
Grade 8	66	69	54	62	68	53	62	68	53	93.9	98.6	98.1
All Grades	328	308	315	316	304	309	316	304	309	96.3	98.7	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2448.6	2398.7	2435.9	37	15	24.14	24	19	25.86	22	33	27.59	17	33	22.41
Grade 4	2503.9	2481.6	2416.5	36	35	9.09	38	17	15.91	17	22	29.55	10	26	45.45
Grade 5	2493.8	2544.3	2513.5	11	32	25.53	34	43	25.53	34	16	27.66	20	9	21.28
Grade 6	2519.5	2517.3	2515.5	0	13	11.90	46	29	28.57	39	31	38.10	15	27	21.43
Grade 7	2578.6	2582.0	2569.6	23	11	13.85	35	66	49.23	33	17	29.23	9	6	7.69
Grade 8	2588.1	2609.6	2582.5	18	21	13.21	40	47	47.17	31	28	30.19	11	4	9.43
All Grades	N/A	N/A	N/A	21	21	16.50	36	38	33.33	30	25	30.10	13	16	20.06

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	13	24.14	46	48	41.38	24	40	34.48
Grade 4	33	28	4.55	48	43	50.00	19	28	45.45
Grade 5	14	32	25.53	48	50	53.19	39	18	21.28
Grade 6	5	9	16.67	71	51	54.76	24	40	28.57
Grade 7	30	23	23.08	54	66	60.00	16	11	16.92
Grade 8	29	40	26.42	53	50	62.26	18	10	11.32
All Grades	25	25	20.71	53	52	53.72	22	23	25.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	17	27.59	37	46	51.72	24	38	20.69
Grade 4	40	28	4.55	52	50	59.09	7	22	36.36
Grade 5	18	39	34.04	68	48	36.17	14	14	29.79
Grade 6	24	22	11.90	61	53	57.14	15	24	30.95
Grade 7	43	36	40.00	43	62	49.23	14	2	10.77
Grade 8	34	40	20.75	45	49	64.15	21	12	15.09
All Grades	34	31	24.60	50	51	52.75	16	18	22.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	8	18.97	63	73	67.24	11	19	13.79
Grade 4	26	28	6.82	64	57	54.55	10	15	38.64
Grade 5	7	16	25.53	75	84	61.70	18	0	12.77
Grade 6	10	20	9.52	83	69	66.67	7	11	23.81
Grade 7	26	21	16.92	63	75	70.77	11	4	12.31
Grade 8	15	18	26.42	66	76	69.81	19	6	3.77
All Grades	19	18	17.80	68	73	65.70	13	9	16.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	17	25.86	54	46	60.34	17	38	13.79
Grade 4	29	37	9.09	62	46	52.27	10	17	38.64
Grade 5	27	43	34.04	57	50	53.19	16	7	12.77
Grade 6	7	20	21.43	78	69	61.90	15	11	16.67
Grade 7	28	26	23.08	59	66	64.62	12	8	12.31
Grade 8	26	29	26.42	66	62	54.72	8	9	18.87
All Grades	25	29	23.62	62	57	58.25	13	14	18.12

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding standards will improve by 5% in ELA, Math, Science and Social Studies on district and state assessments.
2. Staff focus on Student Well-Being to improve student achievement.
3. Formative data analysis including Interim for 3rd-8th and BAS/Dreambox data for K-2.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	48	59	46	48	58	46	48	58	95.8	100	98.3
Grade 4	44	46	46	42	46	44	42	46	44	95.5	100	95.7
Grade 5	48	44	47	44	44	47	44	44	47	91.7	100	100
Grade 6	41	46	44	41	46	42	41	46	42	100.0	100	95.5
Grade 7	81	55	65	81	53	65	81	53	65	100.0	96.4	100
Grade 8	66	69	54	62	68	53	62	68	53	93.9	98.6	98.1
All Grades	328	308	315	316	305	309	316	305	309	96.3	99	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2460.7	2416.9	2442.7	26	10	18.97	43	29	32.76	17	27	36.21	13	33	12.07
Grade 4	2476.0	2487.1	2456.0	7	13	9.09	36	43	25.00	45	22	38.64	12	22	27.27
Grade 5	2497.5	2519.6	2522.3	14	16	27.66	23	30	21.28	34	39	25.53	30	16	25.53
Grade 6	2499.5	2505.1	2521.9	0	4	14.29	22	26	19.05	49	37	42.86	29	33	23.81
Grade 7	2581.1	2573.1	2579.4	27	15	29.23	36	49	27.69	21	25	29.23	16	11	13.85
Grade 8	2637.8	2647.5	2621.3	52	49	37.74	18	32	32.08	23	12	24.53	8	7	5.66
All Grades	N/A	N/A	N/A	24	20	23.62	30	35	26.86	29	26	32.36	17	19	17.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	46	23	29.31	35	38	53.45	20	40	17.24
Grade 4	19	35	20.45	55	33	38.64	26	33	40.91
Grade 5	18	20	36.17	39	52	34.04	43	27	29.79
Grade 6	10	20	28.57	37	37	38.10	54	43	33.33
Grade 7	42	34	46.15	37	42	27.69	21	25	26.15
Grade 8	61	63	62.26	23	28	32.08	16	9	5.66
All Grades	36	35	38.19	36	37	37.22	28	28	24.60



Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	10	25.86	46	48	58.62	13	42	15.52
Grade 4	10	37	11.36	69	37	43.18	21	26	45.45
Grade 5	9	23	19.15	64	52	51.06	27	25	29.79
Grade 6	5	7	14.29	59	46	40.48	37	48	45.24
Grade 7	28	32	29.23	58	53	60.00	14	15	10.77
Grade 8	32	43	28.30	56	46	49.06	11	12	22.64
All Grades	23	27	22.33	58	47	51.46	19	27	26.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	17	24.14	57	52	63.79	11	31	12.07
Grade 4	17	26	18.18	60	59	36.36	24	15	45.45
Grade 5	11	16	25.53	64	66	48.94	25	18	25.53
Grade 6	2	11	7.14	59	61	61.90	39	28	30.95
Grade 7	33	19	32.31	63	70	55.38	4	11	12.31
Grade 8	52	46	41.51	39	51	49.06	10	3	9.43
All Grades	28	24	25.89	56	59	53.07	16	17	21.04

**Conclusions based on this data:**

1. Math continues to be an area of strength.
2. 3rd grade ELA/Math and 4th grade ELA lost growth to an extreme degree.
3. 8 of the 12 areas were at or above the district averages.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			17	***	***	33			17		***	17			17
1	10	18		50	27	36	40	45	36		9	18			9
2			50	29	40	8	29	40	33	29	20	8	14		
3	18		9	27	17	36	27	50	45	18	17		9	17	9
4					33	40	***	50	20			40	***	17	
5	38			38	25	80	25	25	20					50	
6				***	50	***	***	50							
7	29		20	43		60				14			14		20
8		25		***	50									25	
<b>Total</b>	16	6	16	38	34	38	28	38	29	10	11	11	8	11	7

#### Conclusions based on this data:

1. The majority of EL students have made steady progress and growth.
2. Last year, a large percentage of our EL students were redesignated. Staff need/support in ELD instruction, provide Professional Development.
3. We had a substantial number of intermediate students in the Beginning Level. These students will benefit from interventions and focused ELD instruction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>			6	29	20	18	21	20	18	29	33	29	21	27	29
<b>1</b>	9	15		45	31	33	36	38	42		15	17	9		8
<b>2</b>		9	50	29	36	8	29	36	33	29	18	8	14		
<b>3</b>	18		9	27	14	36	27	57	45	18	14		9	14	9
<b>4</b>					33	40	***	50	20			40	***	17	
<b>5</b>	38			38	25	80	25	25	20					50	
<b>6</b>				***	50	***	***	33						17	
<b>7</b>	29		17	43		67				14			14		17
<b>8</b>		20		***	40		***	20						20	
<b>Total</b>	12	6	13	34	30	33	28	34	28	14	15	14	12	15	12

#### Conclusions based on this data:

1. When all assessments are considered, higher percentages of students in grades K-2 start to show up in the Beginning, Early Intermediate and Intermediate levels.
2. Staff need/support in ELD instruction, provide Professional Development.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Social Studies through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
<b>SCHOOL GOAL #1:</b>
Grades K through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in ELA/ELD and Social Studies.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Benchmark Assessment System (BAS) data, gr. K-3 (77.63% Met or Exceeded Standard 3rd trimester)</li><li>• ESGI (kindergarten)</li><li>• CELDT (Annual Assessments 46% Advanced or Early Advanced)</li><li>• ARI (Grades 6-8)</li><li>• CAASPP (3=50%, 4th=25%, 5th=52%, 6th=41%, 7th=62% and 8th=60% School wide average 49.8% Met or Exceeded)</li><li>• Achieve 3000 3-8 (End of Year Posttest 46.72% Met or Exceeded Standard)</li><li>• Raz Kids</li><li>• EL Redesignation Rates</li></ul>
<b>Findings from the Analysis of this Data:</b>
Analysis of State, District, and classroom assessment data reveals that not all students are at or above grade level expectations in ELA. We will continue to focus our resources to improve our instructional model and see growth for all students toward mastery of the Common Core State Standards. Best practices indicate that site based funds should be used for professional development sessions, teacher release time to analyze student data, intervention materials and continued development of intervention strategies.

**How the School will Evaluate the Progress of this Goal:**

- CAASPP, Grades 3-8
- Interim SBAC Assessments, Grades 3-8
- BAS, Grades K-5
- ESGI, Grade K
- Achieve 3000, Grades 3-8
- ARI, Grades 3-8
- BPST, Grades K-3
- CELDT, all grades

District and classroom based formative assessments aligned with common core standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Staff will increase their knowledge of strategies to support implementation of CCSS in reading.	August, 2017 - June, 2018	Administration Teachers	Participate in site, district, and county professional learning opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.	LCFF - Base	3,000
			Purchase of CCSS materials, school supplies, including technology and software, partial funding of EL IA	LCFF - Supplemental	1,184
				Prop 20 Lottery	2,000
				Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Support staff, Language Arts Specialist, Intervention Resource Teacher, and general education teachers will work with individuals and small groups on specific identified skills.	August, 2017 - June, 2018	Administration Teachers LAS/IRT SAI Bilingual Assistant Instructional Assistant	Ongoing analysis of formative and summative data		
			Team review of student work samples	LCFF - Base	1,000
			Provide guided reading materials and professional development to support small group, targeted instruction	LCFF - Supplemental	1,000
			Purchase of supplemental instructional and assessment materials including hardware and software	Prop 20 Lottery	1,500
			Salary for Instructional Assistant and/or Impact Teacher	Title I	7,500
Site and consultant teacher professional learning on research-proven instructional and assessment strategies for reading.	August, 2017-June, 2018	Admin TK-8 Teaching Staff	Professional development opportunities	LCFF - Supplemental	316
			Release time with Curriculum Resource Teachers for implementation of new ELA adoption	Title I	2,000
				LCFF - Base	2,242
Improve and/or increase parent participation in their children's learning process, including District and school committees.	August, 2017-June, 2018	Admin TK-8 Teaching Staff Parents	Training, flyers, and supplies	Title I	500

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Writing</b>
<b>LEA/LCAP GOAL:</b>
Improve student learning of Common Core State Standards in English Language Arts/English Language Development through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
<b>SCHOOL GOAL #2:</b>
Grades K through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in Writing.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Writing assessment data from 2016-17 (Overall an average of 62.05% Met or Exceeded Standard Trimester 3 Opinion Writing)</li><li>• Classroom observations and assessments</li></ul>
<b>Findings from the Analysis of this Data:</b>
Analysis of State, District, and classroom assessment data reveals that not all students are writing with grade-level proficiency. We will continue to focus our resources to improve our instructional model and see growth for all students toward mastery of the Common Core State Standards. Best practices indicate that site based funds should be used for professional development sessions, teacher release time to analyze student data, intervention materials and continued development of intervention strategies.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• CAASPP, grades 3-8</li><li>• ELA District Performance Tasks, Grades K-8</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Professional Learning in the implementation of CCSS writing standards	August, 2017 - June, 2018	Site Administration & Teachers	Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.	LCFF - Base	2,242
			Purchase of CCSS materials, school supplies, manipulatives, including technology and software, as needed	LCFF - Supplemental	2,500
				Title I	2,000
Grade level release and collaboration; analysis of student writing and scoring.	August, 2017 - June, 2018	Site Administration & Teachers	Supplementary writing materials.	LCFF - Base	2,000
			On site release for Team review of student work samples, collaboration, scoring calibration & planning.	Title I	2,000
			Copier and service agreements	LCFF - Base	1,000
			Duplication of materials	Prop 20 Lottery	3,500
Site and consultant teacher professional development on research-proven instructional and assessment strategies for writing.	August, 2017 - June, 2018	Admin TK-8 Teaching Staff	Professional Development opportunities	LCFF - Base	1,000
			Salary for Instructional Assistant and/or Impact Teacher	Title I	10,000



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Mathematics and Science</b>
<b>LEA/LCAP GOAL:</b>
Improve student learning of Common Core State Standards in Mathematics and Science through high quality instruction with technology integration for acquisition of 21st Century Learning skills.
<b>SCHOOL GOAL #3:</b>
Grades K through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in Mathematics and Science.
<b>Data Used to Form this Goal:</b>
Classroom assessment and observations ESGI (kindergarten) Dreambox Performance Tasks CAASPP (3rd=52%, 4th=34%, 5th=49%, 6th=33%, 7th=57% and 8th=70% School wide 50.5% Met or Exceeded Standards) Interim Assessment Blocks
<b>Findings from the Analysis of this Data:</b>
Analysis of State, District, and classroom assessment data reveals that not all students are at or above grade level expectations in mathematics and science. We will continue to focus our resources to improve our instructional model and see growth for all students toward mastery of the Common Core State Standards. Best practices indicate that site based funds should be used for professional development sessions, teacher release time to analyze student data, intervention materials and continued development of intervention strategies.
<b>How the School will Evaluate the Progress of this Goal:</b>
Common grade level assessments and performance tasks K - 8 CAASPP grades 3 - 8 Interim SBAC Assessments grades 3 - 8 Dreambox, grades K - 8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics.	August, 2017 - June, 2018	Administrator Teachers	Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, collaboration, etc.	Title I	3,000
				LCFF - Base	1,000
			Analysis of student writing in the area of mathematics, scoring and calibration.	LCFF - Supplemental	1,500
				LCFF - Base	300
Support staff and general education teachers will work with individuals and small groups on specific identified skills.	August, 2017 - June, 2018	Teachers SAI Bilingual Assistant Instructional Assistant	Ongoing analysis of formative and summative data	LCFF - Supplemental	1,167
			Team review of student work samples		
			Purchase of supplemental instructional and assessment materials including hardware and software	Title I	2,000
			Copier and service agreements	LCFF - Base	1,508
			Additional support staff employment on a temporary basis.	Title I	19,155
Maintain computer support for ongoing student use of programs.	August, 2017 - June, 2018	Admin Teachers	Ongoing purchase of hardware	Title I	1,000
			Purchase of software	Prop 20 Lottery	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Staff will increase their knowledge of strategies to support implementation of NGSS.	August, 2017 - June, 2018	Admin Teacher	Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, collaboration, etc.	LCFF - Base	2,000
			Purchase of science materials.	LCFF - Base	3,692

## 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 or exceed academic performance levels. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting State standards:

<b>SUBJECT: Well-being of students</b>
<b>LEA/LCAP GOAL:</b>
Improve and/or increase services to support the social, emotional, and physical well-being of TK-8th grade students and their families.
<b>SCHOOL GOAL #4:</b>
The percentage of students will report feeling “safe” or “very safe” on the District Caring School Survey will increase by 5%. The number of 5th and 7th grade students scoring within the healthy fitness zone when taking the Physical Fitness Testing, will increase by 5%.
<b>Data Used to Form this Goal:</b>
California Healthy Kids Survey, 2017 Santee School District Caring Schools Survey, Spring, 2017 State Physical Fitness Results, 2017
<b>Findings from the Analysis of this Data:</b>
Data from Spring, 2017 indicated that 65.26% of students in grades 4-8 felt “safe” or “very safe” at school. Data from Spring, 2017 Physical Fitness Testing (81.61% of 5th grade and 80.35% of 7th grade meeting "Healthy Fit Zone")  Analysis of State, District, and classroom assessment data reveals that not all students are at the Healthy Fit Zone. Also, data from the Caring School Survey indicates that not all students feel safe at school. The physical and emotional well being of our students is a major priority. We will continue to focus our resources to improve our instructional model in physical education and programs which increase school connectedness.
<b>How the School will Evaluate the Progress of this Goal:</b>
California Healthy Kids Survey, 2018 Santee School District Caring Schools Survey, Spring, 2018 State Physical Fitness Results 2018 Teacher and school determined data for meeting Standards in Physical Education. Attendance Rates Anecdotal records of students and staff perceptions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Safety Committee will be developed and meet once each trimester.	August, 2017 - June, 2018	Administration Teachers Parents Students	The Safety Committee will meet each trimester to review safety procedures and identify any barriers that exist.  Update crash carts as needed	LCFF - Base	250
School Site Council review of Safety Plan and procedures	August, 2017 - June, 2018	Administration Teachers Parents/Community	School Site Council will review the annual Safety Plan and regularly review procedures to identify any barriers that exist.	Prop 20 Lottery	100
CHKS - Spring, 2018	Spring, 2018	Vice Principal	The California Healthy Kids Survey will be administered in Spring, 2018 to all 4-8 grade students.  Implementation of PBIS - Character Education focus and related programs.  Character Education programs/assemblies including Kindness Week activities.	LCFF - Supplemental  LCFF - Supplemental  Title I	1,500  500  1,000
PE Committee will meet each trimester and determine site needs.	August, 2017 - June, 2018	Administration Teachers	Purchase equipment and materials dependent on program needs.  Duplication of materials.	LCFF - Base  Prop 20 Lottery	500  400
Monitoring of M & O work orders	August, 2017 - June, 2018	Administration	Incidental repairs and maintenance to be completed by our district M & O Department.	LCFF - Base	3,000
Red Ribbon Week	October, 2017	Administration Teachers PTA	Team will determine activities, assemblies, and incentive items to encourage student participation.	LCFF - Base	250
Attendance monitor	August, 2017 - June, 2018	Administration	VP develops an attendance incentive plan to reward students with perfect or good attendance.	LCFF - Base	500



## 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 for students failing to meet or exceed academic performance levels. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting State standards:

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

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

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Proficiency</b>
<b>SCHOOL GOAL #1:</b>
For AMAO 1, 63.5% of students will meet or exceed annual growth goals. For AMAO 2, less than 5 year cohort, 26.7% of students will meet or exceed English proficiency; for students in the 5 or more year cohort, 54.7% will meet or exceed English proficiency.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Purchase of English Learner reading material in primary language and English. Based on parent feedback during DELAC LCAP stakeholder feedback, to support English language learners, qualifying students will have access to supplemental primary and English language reading material from authors and illustrators of diverse backgrounds.	August 2016 - June 2017	Director, Assessment and Learning Support Classroom Teachers Language Arts Specialists Intervention Resource Teachers Bilingual Assistants Classroom Teachers	Books and shipment costs	Title III	3,106.96



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Purchase of Rosetta Stone (English) licenses for Parents of English Learners that are limited English proficient – Based on DELAC and ELAC parent feedback, parents wish to have more opportunities to learn the English language at home and/or in the evenings.</p> <p>Rosetta Stone accounts for parents of English Learners will be managed by the English Learner Department.</p> <p>Access of the applications will be accessible to parents on their own devices or student issued iPads.</p>	August 2016 - June 2017	Director, Assessment and Learning Support Director, Curriculum Language Arts Specialists Intervention Resource Teachers	Annual software license cost	Title III	2,726.68

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	25,484	0.00
LCFF - Supplemental	9,667	0.00
Prop 20 Lottery	14,160	1.00
Title I	54,155	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	25,484.00
LCFF - Supplemental	9,667.00
Prop 20 Lottery	14,159.00
Title I	54,155.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	25,484.00
	LCFF - Supplemental	9,667.00
	Prop 20 Lottery	14,159.00
	Title I	54,155.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	26,242.00
<b>Goal 2</b>	26,242.00
<b>Goal 3</b>	42,981.00
<b>Goal 4</b>	8,000.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christy Ballard				X	
Laura Barker		X			
Kathryn Ducharme		X			
Tiffany Husted				X	
Davia Piscatelli				X	
Erica Langston				X	
Kim McClure				X	
Granit Revak				X	
Heidi Rowan		X			
Stephanie Southcott	X				
Kristen Whitieman			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	


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

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
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 12/12/17.


Attested:

Stephanie Southcott \_\_\_\_\_  
Typed Name of School Principal

 \_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Tiffany Husted \_\_\_\_\_  
Typed Name of SSC Chairperson

 \_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Parental Involvement Policy**

# Carlton Hills School

## Parent Involvement Plan / Title I Compact

Carlton Hills School is a place that focuses on purposeful learning for students and prepares them for success in college and careers. Our school takes the "College and Career Bound, No Excuses" approach to student learning.

Families are notified of events through:

- Social Media (Website, Facebook, Twitter)
- School Messenger (Email and Voicemail)
- Weekly Parent Bulletin
- Classroom Newsletters
- Flyers
- PeachJar
- Marquee
- Teacher Websites

Families are invited to participate in the following Carlton Hills events:

- Back to School Night
- PTA Events
- Parent/Teacher Conferences (November)
- Book Fairs
- Student Performances
- Curriculum / Family Nights
- Jump Rope for Heart
- Turkey Trot
- Lunch on the Lawn (Fall & Spring)

Families are encouraged to become involved at Carlton Hills School in several ways:

- PTA
- LCAP Annual Review
- School Site Council
- English Learner Advisory Council
- Safety Committee
- Classroom Volunteer

It is our goal to assist every parent and child in developing successful school strategies and skills including:

- Ensure students arrive at school, ready to learn, every day.
- Read with your child at home and encourage reading as a family.
- Support student organization by reviewing the content of backpacks and folders.
- Provide a workspace at home that allows for a quiet, focused work time.

Families can contact staff members by calling the school at 619-258-3400 or by emailing teachers or staff directly. We are here to assist you in making your child a successful student and citizen.