

The Single Plan for Student Achievement

School: Cottonwood Canyon Elementary School
CDS Code: 33 75176 6120455
District: Lake Elsinore Unified School District
Principal: Elizabeth Atkinson
Revision Date: 2017-2018

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

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

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The District Governing Board approved this revision of the SPSA on November 9, 2017.

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School Vision and Mission

Cottonwood Canyon Elementary School's Vision and Mission Statements

MISSION

The mission of the dedicated staff and faculty of Cottonwood Canyon Elementary School (CCE) is aligned with the district's mission of a shared commitment with our community ensuring rigorous, relevant and competitive opportunities for each student in a supportive learning environment. The mission of Cottonwood Canyon Elementary is through hard work, dedication and strength of character, all students will achieve proficiency in all academic areas.

VISION

The vision of Cottonwood Canyon Elementary is that all CCE students will be prepared for college should they choose to attend.

School Profile

Cottonwood Canyon Elementary School opened in 2002. It has 45 classrooms, a library, and multi-purpose room. Our current enrollment exceeds 850 students. Athletic facilities include a large field and blacktop area for basketball, tetherball and handball.

In 2012, Cottonwood Canyon Elementary was recognized as a California Distinguished School by the State of California. We are very proud of this accomplishment, which was due to the efforts of our dedicated staff and students. We became a No Excuses University School in 2014 focusing on college readiness for all students.

Our population demographics consist of students of the following ethnicities: Hispanic 32.9%, White 52.5%, African American 3.7%, Asian 2.3%, Pacific-Islander 0.5%, American Indian/Alaskan Native 0.3% and Multiple 3.53%.

Currently at Cottonwood Canyon Elementary all teachers are highly qualified and meet all of the requirements of No Child Left Behind. At Cottonwood Canyon, both students and teachers use a variety of technological resources as tools to increase student learning across the curriculum. Students and teachers have access to a range of technologies including computers, ELMO and LCD projectors, iPads, Apple TVs, and internet access with a secure fire-wall. A few teachers are piloting Juno voice amplification systems and interactive whiteboards in their classrooms. A wireless internet network is also available to help support the learning environment. An assortment of software programs are used including word processing, databases, spreadsheets, and graphics. The computer is also used as a presentation tool to incorporate additional information that enhances learning.

Cottonwood Canyon Elementary connects people to create a sense of community; connects curricular areas to achieve coherence; connects classrooms and resources to enrich the school climate; and connects learning to life, building character, and strengthening community values. Access to the internet, the use of School Messenger, Peachjar electronic flyers, and electronic mail has enhanced connectivity and communication within the school-community. Communication with the community is also achieved via social media, Class Dojo, See Saw and Remind.

All school programs and monies are focused towards the attainment of school wide goals and to ensure that all students are meeting grade level proficiency.

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).

Cottonwood Canyon has incorporated surveys for students at the fifth grade level (CA Healthy Kids Survey) and for teachers based on their interest in professional development for No Excuses University institutes. A comprehensive needs assessment for the 2017-2018 will be sent home in both English and Spanish for parents. The survey covers school culture, home to school communications, parent/community involvement, standards/assessments, teaching/learning, and offers an open comments section. Parents are encouraged to respond specifically regarding additional programs such as ELAC and GATE.

Classroom Observations

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

Classroom observations are conducted formally and informally on a regular basis. Informal classroom observations are conducted on a daily and weekly basis through walk-through observations. During these observations, teachers and students are observed in the classroom setting during instructional time and lesson plans, student work, student engagement, leveled questioning and student outcomes are evaluated. Formal observations are conducted on an annual basis to evaluate teacher performance. The structure and timelines are followed through the LETA collective bargaining agreement. Administration provides feedback and support with the implementation of the Common Core. Teachers in their evaluation year are formally observed before having a summative evaluation meeting.

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)

State and local assessments are used to modify instruction and improve student achievement through the use of weekly grade level Professional Learning Community (PLC) time. Teachers meet with their grade level teams to analyze assessment results and determine next steps in instructional planning and grade level groupings of students. Student progress is monitored to determine effective instructional practices.

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

Data analysis in grade level PLC time is a weekly focus. Teachers discuss data to determine program effectiveness as well as making determinations for interventions or accelerations. Individual teachers use their classroom data to modify their lesson plans based on individual class needs. Frequent progress monitoring determines the need for parent/teacher conferences or if Student Study Teams are required for individual students.

Staffing and Professional Development

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

Cottonwood Canyon Elementary School has met the requirements for highly qualified staff (ESEA). Cottonwood Canyon continues to attract and maintain its highly qualified teachers with having multiple years of teaching experience. This is accomplished through a strong Professional Learning Community (PLC) that focuses on teacher support, student learning, and an overall pride in the school's accomplishments.

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

Cottonwood Canyon Elementary School has 100% of its staff as fully credentialed teachers and 100% of the teachers have access to instructional materials training on SBE adopted instructional materials.

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

LEUSD focus on staff development to content standards is on mathematical practices. Teachers have received ongoing staff development on the math framework, mathematical practices and math goals. In addition, training is available in NGSS, ELA/ELD framework, Imagine Learning and Boys Town social skills for the 2017-2018 school year.

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

Teachers who have probationary status are provided assistance through the Beginning Teacher Support and Assistance Program (BTSA). BTSA Support Providers provide coaching and support for teachers within their first few years within the classroom. Teachers who receive unsatisfactory performance evaluations are referred to the Peer Assistance and Review Program (PAR). PAR Support Providers provide on-site coaching and support to help improve the overall job performance for those teachers. Through the LEUSD focus on mathematical practice, follow up coaching is provided in that professional development series. Teachers receive support within their classrooms on implementation and lesson focus.

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

Teachers in grades 1-5 meet each Wednesday for their PLC time in a 50 minute session. Kindergarten teachers meet twice a month for a 50 minute session. Grade level teams spend their 50 minutes collaborating on common assessments, lesson design, implementation of Common Core, standards alignment, instructional materials, data analysis and flexible grouping of students based on assessment outcomes.

Teaching and Learning

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

Teachers at Cottonwood Canyon analyze the curriculum, instruction and the materials to the performance standards to ensure that standards alignment is an exceptional system at the school site. Teachers identify the standard, break apart the standard in to its key components and skills, determine what needs to be mastered for the standard and how it will be assessed, identify how it needs to be taught and determine what resources are needed to teach the specific skill. Teachers make these decisions in their weekly PLC meetings.

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

Teachers at Cottonwood Canyon adhere to the Board adopted recommended instructional minutes for reading/language arts and mathematics. In Language Arts, Kindergarten instruction is 60 minutes. In grades 1-3, Language Arts instruction is 2.5 hours and in grades 4-5, Language Arts instruction is 2 hours. In Mathematics, Kindergarten instruction is 30 minutes. In grades 1-5, Mathematics instruction is 60 minutes.

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

For the 2017-2018 school year, a master instructional schedule was developed for all grades K-5 to incorporate all content areas as well as intervention and ELD.

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

There are standards-based instructional materials appropriate to all student groups available at Cottonwood Canyon Elementary School. Teachers receive their materials at the beginning of the school year and additional materials are ordered, if needed, based on enrollment changes throughout the school year.

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)

Teachers at Cottonwood Canyon Elementary School use SBE adopted and standards aligned instructional materials in their instructional delivery and students have access to standards- aligned core content.

Opportunity and Equal Educational Access

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

Students that are underperforming are provided intensive support through intervention in the classroom or by the intervention teacher in a pull-out or push-in setting.

14. Research-based educational practices to raise student achievement

Cottonwood Canyon Elementary School follows the RTI model of tiered support for students to be successful both academically and socially/emotionally. Tier 1 support is provided by the classroom teacher who intervenes and provides support as students need extra help. Tier 2 support is provided when students fail to respond to Tier 1 interventions and is provided by the intervention teacher or classroom teacher. Tier 3 support is provided when students fail to respond to Tier 1 and Tier 2 support and is provided by SPED personnel or other provider. Students also have access to online reading programs such as Lexia Core 5 to help increase their reading proficiency at every level. Students have access to Dream Box for math intervention and acceleration for the improvement of math skills and concepts.

Parental Involvement

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

Parents have received training on how to help their children at home, how to understand the Common Core and access to the district's attendance liaison when getting to school becomes a challenge. PTA, ELAC and other parent groups provide support to parents as needed for students who are under-achieving in school.

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)

Parent committees, leadership team and select staff have provided input and feedback in to the planning, implementation and evaluation of the SPSA.

Funding

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

District funded EL tutors provide support to our English learner students on a daily basis with English language acquisition. EL students have annually met with AMAO 1 and 2 goals and have reclassified by the middle and upper grades.

18. Fiscal support (EPC)

State and federal funding allows for the implementation of the Cottonwood Canyon Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Cottonwood Canyon Elementary School has enjoyed consistent improvement in student achievement. Our school population has maintained its large enrollment size due to new housing developments in Canyon Hills. Cottonwood Canyon continues to be an attractive school choice in LEUSD with many transfer requests each year. CCE is the one of the largest elementary schools in LEUSD and our biggest barrier is accommodating the largest school on a physical plant that wasn't meant for so many students and staff. Our fiscal responsibilities toward meeting our SPSA goals are compromised. Instructional technology pedagogy hasn't met the needs of our staff and training would definitely improve our ability to implement technology standards for our 21st century learners. CCE will align its fiscal responsibilities toward helping to remove this barrier and meet pedagogical needs with existing technology inventory.

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	166	166	160	160	163	157	160	163	157	96.4	98.2	98.1
Grade 4	149	166	155	148	163	155	148	163	155	99.3	98.2	100
Grade 5	156	149	160	149	148	158	149	148	158	95.5	99.3	98.8
All Grades	471	481	475	457	474	470	457	474	470	97.0	98.5	98.9

* 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	2398.1	2429.3	2411.2	11	22	17.83	21	25	23.57	36	34	27.39	33	18	31.21
Grade 4	2453.1	2456.2	2462.9	19	18	17.42	24	25	27.74	25	29	29.03	32	28	25.81
Grade 5	2479.1	2506.4	2489.9	9	20	11.39	30	34	32.91	25	25	31.65	36	21	24.05
All Grades	N/A	N/A	N/A	13	20	15.53	25	28	28.09	29	30	29.36	33	23	27.02

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	14	18	21.66	46	57	44.59	39	25	33.76	
Grade 4	19	15	20.00	52	55	59.35	29	30	20.65	
Grade 5	15	22	10.13	44	44	65.19	40	34	24.68	
All Grades	16	18	17.23	47	52	56.38	36	30	26.38	

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	10	24	16.56	55	53	49.68	35	23	33.76
Grade 4	14	21	16.77	58	53	52.90	28	25	30.32
Grade 5	15	30	20.25	50	47	57.59	34	23	22.15
All Grades	13	25	17.87	54	51	53.40	32	24	28.72

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	13	15	18.47	71	69	60.51	17	15	21.02
Grade 4	16	13	11.61	63	72	69.68	22	14	18.71
Grade 5	13	18	10.76	70	66	75.32	17	16	13.92
All Grades	14	16	13.62	68	69	68.51	18	15	17.87

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	9	23	14.65	56	58	57.32	34	19	28.03
Grade 4	11	17	19.35	47	54	58.06	22	29	22.58
Grade 5	23	32	19.62	56	55	53.16	21	13	27.22
All Grades	14	24	17.87	53	56	56.17	26	20	25.96

Conclusions based on this data:

1. We met our participation rate of 95%
2. Writing was our weakest area and Listening was our strongest area (Reading - 73%, Writing - 70%, Listening - 81%, Research/Inquiry - 73%)
3. More time needs to be spent on the area of Reading, comprehension, non-fictional texts, and intervention

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> (face-to-face, email, SMS texting) 						
<ul style="list-style-type: none"> Implement family engagement activities (all students inclusive of unduplicated & exceptional needs) at all schools on a quarterly basis <ul style="list-style-type: none"> Engagement Activities: Implement Parent University, AVID, Parent Summit, Boys Town, Guest Speakers, Meet the Masters, etc. -- (During the Day, Evenings, Saturdays) 	August 2017 - June 2018	Admin, Teachers, Staff	Sign in sheets	None Specified		
<ul style="list-style-type: none"> Continue to provide PLC time for teachers to collaborate and discuss student progress <ul style="list-style-type: none"> PLCs: Maintain 18 PLC meetings for certificated staff collaboration on best practices & student achievement Maintain physical education teachers/paraeducators at elementary sites to allow for certificated staff collaboration 	August 2017 - June 2018	Admin, Teachers, Staff	PLC agendas & minutes	1000-1999; Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to provide professional development focused within the Multi-Tiered System of Support (MTSS) framework</p> <ul style="list-style-type: none"> Continue to provide instructional technology professional development Continue to provide collaborative opportunities for teachers to develop common assessments and effective lesson design Continue instructional stipends to support student engagement Maintain classified support staff trainings in support of State Priorities (before/during/after work day, participation at conferences, etc.) 	August 2017 - June 2018	Admin, Teachers, Staff	SCHED sign ups, PLC minutes, teacher led professional development opportunities, classified sign-in sheets	1000-1999: Certificated Personnel Salaries	District Funded	
Schedule a minimum of four ELAC meetings	August 2017 - June 2018	Admin, Teachers, Staff, Parents	Compliance with EL Matrix	None Specified		
Involve the ELAC representative to give feedback and information at SSC meetings	August 2017 - June 2018	Admin, Teachers, Staff, Parents	SSC Agenda & Minutes	None Specified		
Disseminate information to parents via school print and/or electronic newsletter, e-flyers, Peach Jar, School Messenger and school website.	August 2017 - June 2018	Admin, Teachers, Staff	Monthly newsletter, school website, School Messenger, e-flyers	None Specified		
Provide parent surveys to ascertain parent and student needs	August 2017 - June 2018	Admin, Teachers, Staff	Parent survey results	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parents with information on alignment of instruction with Common Core State Standards (CCSS) via Back to School Night, Parent Conferences, Parent Information Nights and Open House	August 2017 - June 2018	Admin, Teachers, Staff	Parent information nights, sign in sheets, CCE website, PTA minutes, SSC minutes, ELAC minutes	None Specified		
Parents will receive training and information in instructional strategies on positive child learning both inside and outside of school	August 2017 - June 2018	Admin, Teachers, Staff	Parent information nights, sign in sheets, CCE website, PTA minutes, SSC minutes, ELAC minutes	None Specified		
Provide families with suggestions for home conditions that support learning at each grade level.	August 2017 - June 2018	Admin, Teachers, Staff	Parent information nights, sign in sheets, CCE website, PTA minutes, SSC minutes, ELAC minutes	None Specified		
Provide families with information on online resources that are available to students (Lexia Core 5, Dreambox, Renaissance Place) to reinforce learning at home	August 2017 - June 2018	Admin, Teachers, Staff	Parent information nights, sign in sheets, CCE website, PTA minutes, SSC minutes, ELAC minutes, parent newsletter	None Specified		
Provide opportunities for parents to participate in parenting classes and strategies to support their student	August 2017 - June 2018	District Office, Admin, Teachers, Staff	Parent information nights, sign in sheets, CCE website, PTA minutes, SSC minutes, ELAC minutes, District provided parent orientations	None Specified		
Teachers will receive information and be afforded training opportunities in the recruiting of positive parental involvement and communication with parental stakeholders	August 2017 - June 2018	District Office, Admin, Teachers, Staff	SCHED sign-ups, staff meeting agendas	None Specified		
Include parents in school decisions, developing parent leaders and representatives	August 2017 - June 2018	Admin, Teachers	School Site Council, PTA, ELAC	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Volunteer orientation to train parents on classroom support	August 2017 - June 2018	Admin, Teachers, Staff	Orientation sign-in	None Specified	
School Site Council will review the implementation and execution of the SPSA plan	August 2017 - June 2018	Admin, Teachers, Staff, Parents	SSC Minutes	None Specified	
Increase parent participation in the district-wide parent survey by 20% from last year	August 2017 - June 2018	Admin, Teachers, Staff, Parents	School Messenger recordings, fliers, parent survey results	None Specified	
Collaborate with administration and staff at CLMS to build a TK-8 community for Canyon Hills/Canyon Lake through site visits, assemblies, information nights, club/activity presentations, intramurals, combined leadership/staff meeting for vertical collaboration, pen pals and shared communication to parents on community events	August 2017 - June 2018	Admin, Teachers, Staff Parents	Collaboration meetings, School Messenger recordings, parent nights, assemblies, intramural events	None Specified	

Planned Improvements in Student Performance

School Goal #2

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

IEA GOAL:
Actively engage students in research-based strategies that will prepare them for college and career.
LCAP GOAL:
LCAP 2- College and Career: Student Achievement, Student Engagement, State Standards
SCHOOL GOAL #2:
All students will graduate high school and be prepared for the rigor of college or the workforce.
Data Used to Form this Goal:
CAASPP ELA Scores Reading 73% (Above/At Standard) Writing 70% (Above/At Standard) Listening 81% (Above/At Standard) Research/Inquiry 73% (Above/At Standard)
CAASPP Math Scores Concepts & Procedures 61% (Above/At Standard) Problem Solving 69% (Above/At Standard) Communicating Reasoning 72% (Above/At Standard)
Positive Behavior Supports and Boys Town Strategies (Tier 1) instruction Discipline reports CA Healthy Kids Survey (5th grade) Monthly student engagement walk-through data for integrated ELA/ELD instruction
Findings from the Analysis of this Data:
Cottonwood Canyon Elementary currently meets the standards for AMAO 1 and 2 for English learner progress toward English language proficiency. Our focus will be on making data driven decisions through our Professional Learning Communities, required ELD instruction time, and providing interventions to continue to assure all students are reaching proficiency.

How the School will Evaluate the Progress of this Goal:

Monitoring will occur by MAPs testing conducted two times throughout the year for EL students meeting reclassification criteria, ELD Benchmarks, CELDT/ELPAC testing, regular curricular assessment, student proficiency towards grade level standards as evidenced by report cards, and teacher observation/assessment of student progress.

Strategy:

All students will receive Common Core State Standards instruction through district adopted, piloted and supplemental materials. All students (3-5) will be given State assessments to monitor progress towards standards in the interim prior to spring administration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase student achievement on the ELA and Mathematics CAASPP (Increase at least 7 points (ELA) & 5 points (Math) on average for all students)</p> <ul style="list-style-type: none"> Continue to identify students' deficits and place in intervention – monitor student progress (Academies & Intervention Teachers) Expand Literacy Camp offerings for elementary students Continue inclusionary practices that provide opportunities for core access Continue to extend learning opportunities after school and/or on Saturdays at school sites 	August 2017 - June 2018	Admin, Teachers, Staff	EADMS reports, interim data, Lexia reports, Dreambox reports, PLC minutes, DRA data	None Specified		
<p>EL Progress – Annual increase by 1.5% based on the English Proficiency assessment</p> <ul style="list-style-type: none"> Continue to provide professional development to all staff not trained in the ELA/ELD Standards/Frameworks Monitor the implementation 	August 2017 - June 2018	Admin, Teachers, Staff	Benchmark assessments, walk through data, Imagine Learning reports, reclassification data	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> of integrated/designated ELD instruction through administrative informal walk-thrus Continue the implementation of Imagine Learning for EL students at TK-8 grades 						
<p>Graduation Rate: Increase by .25%</p> <ul style="list-style-type: none"> Increase the options for students credit deficient from 2016/17 to 2017/18 Review enrollments in alternative settings/programs (KMA, OHS, Comprehensive HSs – retaking of courses) Increase enrollment in Blended Learning opportunities (1st time & Credit Recovery) Maintain Counselor ratio of 475:1 						
<p>Early Assessment Program (EAP):</p> <p>Students receiving a score of 4 shall increase annually by 5% in ELA and Math</p> <ul style="list-style-type: none"> Ensure students receiving a score of 3 in the 11th grade CAASPP exam in ELA shall be enrolled in the ERWC Ensure students receiving a score of 3 on the 11th grade 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CAASPP exam in mathematics shall be enrolled in a 4th year of mathematics</p>						
<p>A-G Completion percentage shall annually increase by 5% in all students inclusive of unduplicated and exceptional needs</p> <ul style="list-style-type: none"> Evaluate Sophomore, Junior, & Senior transcripts in Summer of 2016 to identify specific steps to be taken to support A-G completion – make student schedule adjustments prior to the beginning of school Increase Foreign Language Offerings Increase enrollment in Alg II Address failure rates – Engage department heads to develop a plan in 2017/18 By 8th grade, students shall have developed their 4-yr Grad Plan 9th grade students shall have developed/re-evaluated their A-G plan, CTE plan, or 4-yr Grad Plan in Infinite Campus Continue to provide, communicate, and expand opportunities for students to utilize Naviance to support A-G plans 						
<p>CTE Completers (number of students) shall annually increase by 5% in all</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students inclusive of unduplicated and exceptional needs</p> <ul style="list-style-type: none"> Evaluate Sophomore, Junior, & Senior transcripts in Summer 2017 to identify specific steps to be taken to support students continuing with the next course Explore ways to increase entry-level enrollments for CTE Continue to communicate, update, and/or expand program offerings 						
<p>Annually increase number of students passing AP exams (3 or better)</p> <ul style="list-style-type: none"> Continue to communicate the importance of taking AP exams and exam dates Continue to provide and communicate online test-prep software (SHMOOP) 						
<p>Annually increase the number of AP exams being taken by 5%</p>						
<p>Implement State Standards</p> <ul style="list-style-type: none"> Implement opportunities for vertical articulation and collaboration among teachers 	<p>August 2017 - June 2018</p>	<p>Admin, Teachers, Staff</p>	<p>Teacher daily schedules, lesson plans, informal walk through observations</p>	<p>None Specified</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitor California Content and ELD Standards implementation and EL access for all students site admin to implement informal walk-thrus of each teacher twice per month (submitted through GoogleDocs)</p> <ul style="list-style-type: none"> Continue site admin to implement informal walk-thrus of each teacher twice per month (submitted through GoogleDocs) 	August 2017 - June 2018	Administration, Teachers	iPad submission of engagement form, review engagement data monthly	None Specified		
Annually increase the reclassification rate by .5%.	August 2017 - June 2018	Admin, Teachers, Staff				
<p>All students will receive PE instruction from credentialed PE teachers (grades 1-6) 50% of the required minutes</p> <ul style="list-style-type: none"> Maintain 100% of students 	August 2017 - June 2018	District Office	PE teacher provided by District Office	1000-1999: Certificated Personnel Salaries	District Funded	
All elementary schools shall implement <i>Meet the Masters</i>	August 2017 - June 2018	Admin, Teachers, Staff, Parents	Implement <i>Meet the Masters</i> program for VAPA standards integration into classrooms	None Specified		
Evaluate District's current graduation requirements aligning to college/career readiness						
Provide small group support as part of our Response to Intervention program	August 2017 - June 2018	Admin, Teachers, Staff	Para-educator schedule, PLC minutes, data analysis	None Specified		
Provide at/above level students with challenging and complex learning opportunities that extend, expand and accelerate the CCSS	August 2017 - June 2018	Admin, Teachers, Staff	Teacher daily schedules, PLC lesson plans, PLC minutes	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disaggregate data for all students on site and district assessments to monitor master of standards	August 2017 - June 2018	Admin, Teachers, Staff	EADMS reports, CA Healthy Kids survey, Lexia reports, Imagine Learning reports, Dreambox reports	None Specified		
Oversee the education and enrichment activities for GATE identified students.	August 2017 - June 2018	Admin, Teachers, Staff	GATE meeting minutes, GATE after school program	None Specified		
Continue to develop the No Excuses Philosophy of college readiness and building upon a culture of universal achievement by training 1-2 additional teachers annually in No Excuses University	August 2017 - June 2018	Admin, Teachers, Staff	NEU institutes, conventions, leadership academies, NEU committee, agendas	5000-5999: Services And Other Operating Expenditures		
Positive Behavior Supports and Boys Town Strategies will be implemented and integrated at all grade levels	August 2017 - June 2018	Admin, Teachers, Staff	Lesson plans, classroom walk through visitations, PBS schedule	None Specified		
Students will participate in Red/Yellow Ribbon Weeks where healthy lifestyles will be taught (Collaboration with TCHS)	August 2017 - June 2018	Admin, Teachers, Staff, PTA	CA Healthy Kids survey and parent survey	None Specified	Donations	
Provide opportunities for students to engage in before, during and after school activities that foster personal growth and school participation	August 2017 - June 2018	Admin, Teachers, Staff	Site calendar, counseling group rosters, Facilities use requests	None Specified	After School and Education Safety (ASES)	
Continue to provide assemblies throughout the year with students to reinforce school-wide Positive Behavior Support.	August 2017 - June 2018	Admin, Teachers, Staff	Assembly schedules	None Specified		
Continue to provide school-wide implementation of the First 24 Days of School expectations for behavior	August 2017 - June 2018	Admin, Teachers, Staff	Morning meeting, lesson plans, walk through observations	None Specified		
Use SELSP for socio-emotional learning needs through general education utilizing SST process and Tier 1/Tier 2 supports. Pilot use of a diagnostic tool for socio-emotional	August 2017 - June 2018	Admin, Teachers, Staff, SELSP	Behavior data, ABC logs, SST meetings	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning needs.						
All 5th grade students will participate in the CA Healthy Kids Survey	August 2017 - June 2018	Admin, Teachers, Staff	Results of CA Healthy Kids Survey	None Specified		
Continue to provide College & Career Week with guest speakers and a culminating activity with seniors from local high schools including TCHS to complete a "Senior Walk" for our students	August 2017 - June 2018	Admin, Teachers, Staff	Class visitation schedules, guest speakers, high school seniors, college students	None Specified		
All students will continue to develop their independent processing skills through the use of technology in ELA and Math by utilizing Lexia and Dreambox school-wide	August 2017 - June 2018	Admin, Teachers, Staff	Lexia reports, Dreambox reports, classroom walk through notes	5000-5999: Services And Other Operating Expenditures	LCFF	7700

Planned Improvements in Student Performance

School Goal #3

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

LEA GOAL:
Students will have instructional materials, access to technology, clean and safe facilities and highly effective staff to support student learning goals.
LCAP GOAL:
LCAP 3- Basic Services
SCHOOL GOAL #3:
All students will attain proficiency in ELA and Math with access to instructional materials and technology in a clean and safe learning environment.
Data Used to Form this Goal:
<p>CAASPP ELA Scores Reading 73% (Above/At Standard) Writing 70% (Above/At Standard) Listening 81% (Above/At Standard) Research/Inquiry 73% (Above/At Standard)</p> <p>CAASPP Math Scores Concepts & Procedures 61% (Above/At Standard) Problem Solving 69% (Above/At Standard) Communicating Reasoning 72% (Above/At Standard)</p> <p>Site facilities inspection reports Williams Act compliance CA Healthy Kids Survey (5th grade) Monthly student engagement walk-through data for integrated ELA/ELD instruction</p>
Findings from the Analysis of this Data:
Cottonwood Canyon Elementary has analyzed its baseline data for CAASPP and has developed common assessments for implementation for the 2017-2018 school for progress monitoring. Our focus will be on making data driven decisions through our Professional Learning Communities and providing interventions to assure all students are reaching proficiency and becoming college and career ready.

How the School will Evaluate the Progress of this Goal:

Monitoring will occur by common assessments conducted two times throughout the year, by regular curricular assessment, student proficiency towards grade level standards as evidenced by report cards, and teacher observation/assessment of student progress.

Strategy:

Cottonwood Canyon will maintain a safe and clean facility through regular inspections. All students will have access to technology and instructional materials as evidenced by regular walk through classroom observations. Cottonwood Canyon is staffed with highly effective personnel.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>All students shall have access to instructional materials to ensure compliance with Williams on a monthly basis.</p> <ul style="list-style-type: none"> Pilot new ELA/EELD curriculum aligned to the California Content Standards in 2017/18, recommend & adopt Pilot online intervention programs to support ELA & mathematics Standards 	August 2017 - June 2018	Admin, Teachers, Staff	Pilot materials for ELA in grades K-5	None Specified	
All students, inclusive of unduplicated students and students with special needs, shall have access to instructional materials aligned to the ELA CA Content Standards	August 2017 - June 2018	Admin, Teachers, Staff	Williams Act verification notice for 2017-18	None Specified	
All students, inclusive of unduplicated students and students with disabilities, shall have access to intervention materials aligned to the mathematics CA Content Standards	August 2017 - June 2018	Admin, Teachers, Staff	Williams Act verification notice for 2017-18	None Specified	
All student shall have access to technology <ul style="list-style-type: none"> Increase classroom electronic devices to support teachers infusing 	August 2017 - June 2018	District Office, Admin, Staff	iPad lockers in all classrooms	6000-6999: Capital Outlay	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional technology						
All student shall have clean and safe facilities. <ul style="list-style-type: none"> Continue to communicate work order status within 48 hours 	August 2017 - June 2018	District Office, Admin, Staff	School Dude work order system for online repairs	None Specified		
All students shall have appropriately assigned and fully credentialed teachers <ul style="list-style-type: none"> Through the collective bargaining process, compensation and/or Health & Welfare benefits shall continue and be improved to support the recruitment and retention of highly effective staff Ensure recruitment, selection, & retention of appropriately credentialed and/or authorized teachers 						
Identify essential standards for each grade level based on the ELA/Math frameworks and Common Core State Standards (CCSS)	August 2017 - June 2018	Admin, Teachers, Staff	Annual pacing guide review meetings, PLC meeting minutes	None Specified		
Focus on teaching all essential standards from CCSS through use of CAASPP online data. Ensure lesson plans state essential standards.	August 2017 - June 2018	Admin, Teachers, Staff	Analysis of CAASPP online data. Monitor teacher lesson plans.	None Specified		
Provide teachers with grade level CCSS pacing guides for ELA and Math adoptions that align to and teach the essential standards	August 2017 - June 2018	District Office, Admin, Teachers, Staff	Monitor teacher lesson plans and discussions in PLC meetings	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student proficiency of essential standards on CAASPP and common assessments	August 2017 - June 2018	Admin, Teachers, Staff	CAASPP results, EADMS reports, PLC minutes	None Specified		
Continue refining implementation of CCSS through Houghton-Mifflin reading program and district adopted Scott Foresman, Go Math/Engage NY Math program during staff development and PLC time on content standards and strategies	August 2017 - June 2018	District Office, Admin, Teachers, Staff	Annual pacing guide review meetings, staff development opportunities, PLC meeting minutes	None Specified		
Provide two to two and one-half (2-2 1/2) hours of uninterrupted ELA time at every grade level	August 2017 - June 2018	Admin, Teachers, Staff	Monitor teacher lesson plans, instructional master schedule	None Specified		
Provide additional supplemental and consumable materials to support Houghton-Mifflin/Go Math/Engage NY adoptions and leveled readers	August 2017 - June 2018	District Office, Admin, Teachers, Staff	Materials inventory, classroom walk through observations	4000-4999: Books And Supplies		
Use of the adopted K-5 Houghton-Mifflin, A Legacy of Learning (Medallion) for core instruction, including ancillary materials for universal access. Kinder: 60 minutes Grades 1-3: 2.5 hours Grades 4-6: 2 hours	August 2017 - June 2018	Admin, Teachers, Staff	Classroom daily schedules, lesson plans, instructional master schedule, informal and formal observations	None Specified		
Use of the current standards-based, basic core instructional programs and materials in mathematics, including ancillary materials for universal access (Go Math/Engage NY for grades K-5) Kinder: 30 minutes Grades 1-5: 60 minutes	August 2017 - June 2018	Admin, Teachers, Staff	Direct observation of core materials in classroom and use during planned math instruction time	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of the adopted math intervention program and materials in grades 4-5 for every identified intensive student (SRA Number Worlds) Grades 4-5: 15-30 minutes	August 2017 - June 2018	Admin, Teachers, Staff	Direct observation of core materials in classroom and in use during planned math instruction and intervention time	None Specified		
Offer after school programs for remediation and intervention	August 2017 - June 2018	Admin, Teachers, Staff	Monitor achievement of at-risk students	1140: Certificated Extra Duty	LCFF	2,000
Follow developed pacing guides and support the use of core and ancillary materials	August 2017 - June 2018	Admin, Teachers, Staff	PLC minutes	None Specified		
Provide intervention teacher support for at-risk students with a focus on SED, EL and foster youth and maintain or increase intervention support based on the targeted population	August 2017 - June 2018	Admin, Teachers, Staff	PLC meetings, intervention data, READ 180, DRA, Lexia, SRI data	1000-1999: Certificated Personnel Salaries	Title I	
Provide funding for technology for instructional support, intervention and enrichment to support student learning	August 2017 - June 2018	Admin, Teachers, Staff	Site tech plan	6000-6999: Capital Outlay	LCFF	5000
Provide opportunities for staff to attend professional development offerings including instructional technology workshops	August 2017 - June 2018	Admin, Teachers, Staff	Leadership team meetings, staff meetings, site tech plan	None Specified		
Ensure alignment of Next Generation EL Standards with English Language Arts Standards and include planning for, and emphasis on Next Generation ELD Standards in all core content areas.	August 2017 - June 2018	Admin, Teachers, Staff	Lesson plans, PLC minutes	None Specified		
Implement Next Generation Science Standards (NGSS) in to Science instruction in all grade levels	August 2017 - June 2018	Admin, Teachers, Staff	Lesson plans, PLC minutes	None Specified		
Provide 40 minutes of daily designated English Language	August 2017 - June 2018	Admin, Teachers, Staff	ELD master schedule	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Amount					
instruction using supplemental Imagine Learning/Lexia program that support instruction and focus on embedded ELD standards in ELA instruction					
Use SDAIE strategies in all core subjects and materials to support SDAIE strategies and techniques for ELLs	August 2017 - June 2018	Admin, Teachers, Staff	Engagement walk through observations, lesson plans	None Specified	
Cluster by English language levels at each grade level with no more than two levels in one classroom, as enrollment numbers will allow	August 2017 - June 2018	Admin, Teachers, Staff	ELD master schedule, pink & blues	None Specified	
Use of Universal Access portion of Houghton-Mifflin to meet the needs of all students in ELA	August 2017 - June 2018	Admin, Teachers, Staff	Classroom walk throughs, lesson plans	None Specified	
Focus on differentiation of curriculum and instruction for all students with supplemental materials in order to achieve the required standards/benchmarks	August 2017 - June 2018	Admin, Teachers, Staff	Classroom walk throughs, lesson plans	None Specified	
Provide bilingual para-educators to support English language learners with all levels of curriculum	August 2017 - June 2018	Admin, Teachers, Staff	Bilingual para-educator schedule, class lists	None Specified	
Small group intervention teacher support at grades 1 through 5 for ELL students identified as needing intervention	August 2017 - June 2018	Admin, Teachers, Staff	PLC minutes, intervention teacher schedule	1000-1999: Certified Personnel Salaries	Title I
Provide teacher support to facilitate after school intervention opportunities for ELL students	August 2017 - June 2018	Admin, Teachers, Staff	Achievement data for ELL students	1140: Certificated Extra Duty	LCFF 2000
Provide time for staff to collaborate professionally on student achievement	August 2017 - June 2018	Admin, Teachers, Staff	PLC minutes, staff meeting agendas	None Specified	
Monitor reclassified students for two years for continued progress	August 2017 - June 2018	Admin, Teachers, Staff	EL Facilitator, review student ELD folder	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain benchmark assessment profiles for continued success	August 2017 - June 2018	Admin, Teachers, Staff	EL Facilitator, review student ELD folder	None Specified		
Release time for EL Facilitator to work on EL testing, monitoring and supporting EL instruction	August 2017 - June 2018	Admin, Teachers, Staff	EL Facilitator time sheet	1140: Certificated Extra Duty		
Provide supplemental instructional supplies and resources throughout the year to support instructional activities to meet curriculum standards	August 2017 - June 2018	Admin, Teachers, Staff	Purchase orders submitted and classroom walkthrough notes	4000-4999: Books And Supplies	General Fund	
Continue to support differentiated instruction for all students. Provide optimum testing environments for MAPS (EL reclassification) and CAASPP	August 2017 - June 2018	Admin, Teachers, Staff	Lesson plans, PLC minutes and walk through notes	None Specified		
Provide monthly leadership meetings facilitated by principals and grade level leads tied to CCSS implementation, lesson planning and delivery	August 2017 - June 2018	Admin, Teachers, Staff	Leadership agenda, leadership sign-ins, PLC schedules, PLC agendas, PLC minutes	None Specified		
Provide opportunities for teachers to meet for cross-curricular collaboration	August 2017 - June 2018	Admin, Teachers, Staff	PLC schedule, PLC minutes	None Specified		
Provide opportunities for students to attend educational field trips	August 2017 - June 2018	Admin, Teachers, Staff	Field trip request packets and purchase orders	None Specified	Donations	

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
Elizabeth Atkinson	X				
Jennifer DeVore		X			
Holly Spillman		X			
Kristy Toups		X			
Jennifer Fox				X	
Evelyn Guerra				X	
Chris Killiany				X	
Kacie Pedini				X	
Amanda Ramos				X	
Jane Hodges			X		
Numbers of members of each category:	1	3	1	5	

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

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 30, 2017.

Attested:

Elizabeth Atkinson

Typed Name of School Principal

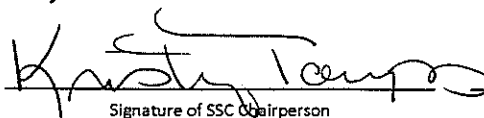

Signature of School Principal

10-30-17

Date

Kristy Toups

Typed Name of SSC Chairperson


Signature of SSC Chairperson

10-30-17

Date