

The Single Plan for Student Achievement

School: Madison Elementary School
CDS Code: 10-62414-6007181
District: Sanger Unified School District
Principal: Stephanie Rodriguez
Revision Date:

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

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

Contact Person: Stephanie Rodriguez
Position: Principal
Phone Number: (559) 524-7430
Address: 2324 Cherry Street
Sanger, CA 93657
E-mail Address: stephanie_rodriguez@sanger.k12.ca.us

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	16
School Goal #3.....	19
Centralized Services for Planned Improvements in Student Performance	21
Centralized Service Goal #1	21
Summary of Expenditures in this Plan.....	23
Total Allocations and Expenditures by Funding Source	23
Total Expenditures by Object Type.....	24
Total Expenditures by Object Type and Funding Source.....	25
Total Expenditures by Goal	26
School Site Council Membership.....	27
Recommendations and Assurances.....	28

School Vision and Mission

Madison Elementary School's Vision and Mission Statements

We will utilize our passion to instill a love of learning across all subject areas. We will accomplish this through a continuous collective commitment built on instruction, reflection, and accountability.

School Profile

Each member of the Madison staff shares in the primary goal of providing our students with a learning environment that is rewarding and challenging. It is our belief that each child should develop in mind, body, and spirit. This goal is achieved through the adoption of a three-pronged approach to learning which includes; rigorous standards based curriculum, character development program, and a focused physical fitness/ nutrition program. As a learning community, we work towards a model of continuous improvement, recognizing the importance of regular program assessment, the power of staff collaboration and the efforts needed to impact the educational success of each child.

Madison Elementary was established in 1959, and is one of 14 elementary schools within the Sanger Unified School District (SUSD). We are exceptionally proud of the fact that many of our students are second and third generation Mustangs. The district maintains an enrollment of approx.11,500 students.

Madison benefits from a wide variety of ethnicities within our student population, coming together to create a diverse and rich learning environment which consists of 80% Hispanic, 8% White, 10% Asian, and 2% African American students. The Madison community strives daily to promote the academic growth of our students. Using a balanced approach of student centered learning, inquiry, and direct instruction, designed to meet the needs of all identified sub groups, we push forward to reach all students. Assessment data is used in making instructional decisions in the classroom. The consistent use of Illuminate (web-based assessment tool), Accelerated Reader, Lexia, state assessments, and district summative assessments enable teachers to thoughtfully monitor student progress and focus instruction where it is most needed. Programs such as Reading Development , Resources Specialist, and Speech therapist provide instructional interventions for students with special needs. Our pyramid of interventions was developed to provide focused instruction to students of ALL ability levels in homogeneous classroom settings. The goal of our deployment model is to move ALL students to and beyond academic proficiency in all curricular areas. A behavior pyramid has also been developed to support positive student behavior.

Professional development is a priority to all staff members, as is evidenced by the high rate of participation training and on-site/off-site peer observations. A curriculum support provider is also available to assist teachers on a daily basis. The CSP regularly provides coaching to classroom teachers. Professional Learning Communities (PLCs) are the cornerstone to our ongoing effort to provide professional collaboration opportunities with the goal of improving instruction in the classroom. A literacy specialist is newly available to provide coaching in our early literacy initiatives, including guided reading and writing.

Creating a learning environment that develops the whole child, academically, physically, and socially is the ongoing mission of Madison Elementary. We are committed to the goal of making a difference for ALL students, EVERY day!

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).

Parent surveys are distributed at the start of the school year via newsletter. The top three parent comments from the 2016-2017 school year were in regards to high satisfaction with home-school communication, teachers and staff, and high levels of student achievement.

Classroom Observations

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

Teachers are formally observed 2-4 times during the school year, and are evaluated 1-2 times formally. Teachers also have regular support by administration in the form of classroom walk-throughs and daily visits with immediate feedback. They are also provided support by the CSP and regularly ask for input on daily instruction and lesson development.

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)

At Madison we utilize state data in order to analyze students grade level abilities in both math and language arts. Teachers review and use data to formulate intervention groups, plan strategic instruction, and move students toward proficiency levels. This data allows teachers to focus their plans around claims and targets which guide their year long instruction.

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

At Madison our teachers utilize common formative assessments to ensure that their students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the close of each unit through a district progress block assessment which provides teachers, as well as district administration, with data in each of the CCSS claims, allowing for guidance in follow on action and instruction.

Staffing and Professional Development

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

All Madison staff are highly qualified for all positions taught.

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

All teachers are provided ample professional development opportunities by both the school and the Sanger Unified School District. Various opportunities are given throughout the year to develop teachers in current math and ELA common core standards as well as instructional strategies for English Learners and special populations.

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

District provided professional development opportunities are provided based on the needs of teachers to fully engage in Common Core. Professional development is directly linked to grade level content standards in each subject area, as well as instructional strategies based on teacher request.

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

Teachers are given instructional assistance by the Madison Curriculum Support Provider and have access to their assistance daily. We also have an Early literacy coach onsite to work with all staff to develop balanced literacy in the classroom. Staff also has access to an RSP teacher, and school Psychologist, as well as a speech pathologist.

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

Teachers at Madison engage in professional learning communities weekly during minimum days. Teachers in each grade level come together to discuss instructional strategies, common assessment, and student performance. These conversations lead teachers to make impactful, data driven changes to improve student achievement.

Teaching and Learning

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

All curriculum is adopted or created with district level input to ensure alignment to common core standards. All unit design is overseen by the school and district training model.

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

Teachers adhere to a master schedule provided at the beginning of the year by the principal. The master calendar outlines the amount of instructional minutes to be spent on core areas as well as RTI, ELD, and any programs needed to meet the needs of students designated a part of a statistically significant subgroup.

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

Teachers adhere to a master schedule provided at the beginning of the year by the principal. The master calendar outlines the amount of instructional minutes to be spent on core areas as well as RTI, ELD, and any programs needed to meet the needs of students designated a part of a statistically significant subgroup.

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

Instructional materials are purchased and distributed by the district. Materials are appropriated for every enrolled student and are easily accessible.

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)

Each classroom and student has access to adopted curriculum assigned to them for core subjects as well as RTI and ELD.

Opportunity and Equal Educational Access

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

At Madison Elementary students are provided with immediate help in the tier one program and built into the regular program students are also given time for intervention, language development, literacy instruction and intervention, as well as other supports.

14. Research-based educational practices to raise student achievement

Students not on grade level in reading receive researched based small group instruction. Progress is tracked through weekly DIBELS assessment and is discussed biweekly by the RTI team.

Parental Involvement

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

Parents have access to a wide variety of help from both the school and district in terms of supports. Tutoring options both outside and inside of school are available as well as parenting classes and additional support through our education nights at Madison and the district CARE team.

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)

Parents are provided the opportunity to give input on use of funds and implementation of programs in a variety of ways. ELAC and School Site Council allows parents to discuss these matters directly with teachers, community members, and admin. Parents also contribute their input through annual parent surveys as well as an LCAP survey.

Funding

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

Categorical funding provides our site with several educational professionals, dedicated to ensuring that underperforming students meet standards. A part time intervention teacher sees small groups of students throughout the day, instructing them in a research based reading programs. Our literacy specialist provides teachers and students with high quality instruction in literacy to ensure all students are reading at grade level. Our curriculum support provider provides teachers with instructional strategies to ensure that all students have access to core curriculum.

18. Fiscal support (EPC)

Ongoing assessment of funds is necessary to ensure we are always allocating funds where necessary to support student need. Should it be programs or intervention teachers, careful attention is placed to funding and to ensuring equitable access is given to all.

Description of Barriers and Related School Goals

Goal 1: Our focus this year will take a deeper look at early literacy and our balanced literacy programs K-3. Our goal is to ensure every student is reading on grade level by the time they exit grade 3. We will accomplish this through a deeper look at guided reading and reading intervention in the classroom as well as tier 1 instructional practices.

Goal 2: Our second focus is in the area of formative assessment. Our goal is to have teachers think critically about creating assessments that will inform instruction throughout the teaching of their units.

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	75	75	75	75	75	75	75	75	75	100.0	100	100
Grade 4	93	101	90	92	98	88	91	98	88	98.9	97	97.8
Grade 5	91	90	90	91	88	89	90	88	89	100.0	97.8	98.9
All Grades	259	266	255	258	261	252	256	261	252	99.6	98.1	98.8

* 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	2405.6	2422.8	2430.6	15	20	26.67	25	28	22.67	27	25	32.00	33	27	18.67
Grade 4	2424.0	2441.5	2447.8	9	17	17.05	26	20	28.41	21	22	17.05	43	40	37.50
Grade 5	2463.7	2459.7	2472.9	9	7	10.11	25	28	32.58	18	23	19.10	47	42	38.20
All Grades	N/A	N/A	N/A	10	15	17.46	26	25	28.17	21	23	22.22	42	37	32.14

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	15	21	18.67	47	44	50.67	39	35	30.67
Grade 4	8	14	22.73	45	44	44.32	47	42	32.95
Grade 5	16	8	12.36	38	42	43.82	47	50	43.82
All Grades	13	14	17.86	43	43	46.03	45	43	36.11

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	11	19	21.33	61	56	58.67	28	25	20.00
Grade 4	13	18	13.64	48	49	52.27	38	33	34.09
Grade 5	18	15	19.10	34	45	55.06	48	40	25.84
All Grades	14	17	17.86	47	50	55.16	39	33	26.98

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	12	17	20.00	69	65	64.00	19	17	16.00
Grade 4	13	17	12.50	60	62	62.50	26	20	25.00
Grade 5	8	7	8.99	71	65	65.17	21	28	25.84
All Grades	11	14	13.49	67	64	63.89	22	22	22.62

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	20	28	33.33	44	51	49.33	36	21	17.33
Grade 4	3	18	25.00	58	49	50.00	38	33	25.00
Grade 5	20	23	21.35	59	50	44.94	21	27	33.71
All Grades	14	23	26.19	54	50	48.02	32	28	25.79

Conclusions based on this data:

1. Students in third grade had the highest ELA scores outperforming 4th and 5th grade.
2. School wide, the research and inquiry strand had the highest levels of performance.
3. An overall focus on 5th grade scores will be necessary to understand how to continue growth and student achievement.

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	75	75	75	75	75	75	75	75	75	100.0	100	100
Grade 4	93	101	90	91	99	88	91	99	88	97.8	98	97.8
Grade 5	91	90	90	91	89	89	91	89	89	100.0	98.9	98.9
All Grades	259	266	255	257	263	252	257	263	252	99.2	98.9	98.8

* 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	2436.2	2437.9	2444.9	15	17	14.67	39	39	41.33	29	24	29.33	17	20	14.67
Grade 4	2445.0	2447.8	2455.0	5	4	9.09	19	25	31.82	47	42	28.41	29	28	30.68
Grade 5	2448.4	2445.9	2474.7	8	3	7.87	8	11	16.85	30	27	32.58	55	58	42.70
All Grades	N/A	N/A	N/A	9	8	10.32	21	24	29.37	36	32	30.16	35	36	30.16

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	25	44	41.33	51	29	44.00	24	27	14.67	
Grade 4	12	12	21.59	32	43	35.23	56	44	43.18	
Grade 5	9	4	12.36	26	24	40.45	65	72	47.19	
All Grades	15	19	24.21	35	33	39.68	50	49	36.11	

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	21	24	24.00	53	49	48.00	25	27	28.00
Grade 4	12	10	12.50	41	47	42.05	47	42	45.45
Grade 5	4	3	6.74	36	38	41.57	59	58	51.69
All Grades	12	12	13.89	43	45	43.65	45	43	42.46

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	27	31	26.67	56	56	57.33	17	13	16.00
Grade 4	10	12	17.05	54	53	52.27	36	35	30.68
Grade 5	11	3	8.99	38	42	53.93	51	55	37.08
All Grades	15	14	17.06	49	50	54.37	36	36	28.57

Conclusions based on this data:

1. Over the three assessed claims, third grade outscored both 4th and 5th grade with incremental gains in both 4th and 5th.
2. Students in all three grade levels performed best in the area of concept and procedures.
3. A more comprehensive look at 5th grade scores will need to be conducted based on their lower CAASPP scores.

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		20						40		***	20			20	
1	5	6		38	67		38	22		19				6	
2	5	5		26	27		37	45		21	18		11	5	
3	5	11		32	11		23	22		27	22		14	33	
4	13	12		38	20		38	36		8	16		4	16	
5	11	21		32	25		42	38		11	8		5	8	
Total	7	12		33	28		35	34		19	13		7	13	

Conclusions based on this data:

1. We still have a large number of intermediates in 4th and 5th grades making those students long term English Learners.
2. Students in 4th and 5th grade scoring early advanced and advanced should be looked at for redesignation.
3. Beginning scores in grades 3,4,& 5 will constitute deeper instruction in ELA as well as early literacy intervention.

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
K	4	5		4	5		28	20		36	25		28	45	
1	5	5		36	62		36	24		18			5	10	
2	5	5		24	27		38	45		19	18		14	5	
3	5	11		32	11		23	21		27	21		14	37	
4	11	12		33	21		37	33		7	15		11	18	
5	8	20		31	24		35	36		12	8		15	12	
Total	6	10		27	25		33	31		20	14		15	20	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program 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:

SUBJECT: Academic Achievement
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Provide quality Tier 1 first time instruction as well as balanced Tier 2 RTI through effective teaching strategies.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CAASPP ELA</p> <ul style="list-style-type: none"> • Current review of all formative and summative assessment practices in all PLC teams • Matching and aligning of assessments using calibration tools to become better aligned while increasing rigor • Effective use of IPADS to impact learning (grds. 4-5) • Expanding our assessment questions to include larger test question banks to reach several DOK levels, as well as performance tasks • Increased grade level writing task to expand to all subject areas • Increase writing through technology to enhance typing skills, endurance, and thought process • Addition of instructional rounds 	<ul style="list-style-type: none"> • ICA • Formative Assessments following the teaching of concepts • Instr. Rounds 3X a year 	<ul style="list-style-type: none"> -Rodriguez -Schiefer -Simon -Classroom teachers grades 3-5 	<p>CSP Salary</p> <p>Calibration tool booklet</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>LCFF - Supplemental</p> <p>LCFF - Base</p>	<p>50,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum Support Provider	August 2017	Principal	Advertise, interview, and hire a highly qualified person. Provide Professional development in district/site curriculum materials. Schedule classroom observations and coaching opportunities. Identify high quality materials needed to carry out the task.	1000-1999: Certificated Personnel Salaries	Title I	42114
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42114
Technology Integration	Spring 2018	Principal	Continue to purchase technology to support Tier 1 instruction in the classroom.	4000-4999: Books And Supplies	Title I	10000
					LCFF - Supplemental	15000
Curriculum Needs	Fall 2017-Spring 2018	Principal	Support general education and tier 1 instruction with various curriculum needs	4000-4999: Books And Supplies	LCFF - Supplemental	13929

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:

SUBJECT: MTSS
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Develop solid Tier 2 and Tier 3 services for students who have Tier 2/3 needs.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Teacher	August 2017	Principal	<p>Advertise, interview and hire a highly qualified person.</p> <p>Provide Professional development in district/site literacy materials.</p> <p>Meet with teachers and discuss students who require require tier 2 intervention.</p> <p>Identify high quality materials needed to carry out the task.</p>	1000-1999: Certificated Personnel Salaries		
Part Time Intervention Teachers	August 2017	Principal	<p>Advertise, interview and hire a highly qualified person.</p> <p>Provide Professional development in district/site literacy materials.</p> <p>Meet with teachers and discuss students who require require tier 2 intervention.</p> <p>Identify high quality materials needed to carry out the task.</p>	1000-1999: Certificated Personnel Salaries	Title I	25000
					LCFF - Supplemental	25000
Curriculum & Tech Needs	Aug. 2017-Spring 2018	Principal	Continue to support literacy curriculum and intervention with supplies and books, and various curriculum needs.	4000-4999: Books And Supplies	Title I	4549.5

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:

SUBJECT: School Safety
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Increase school safety through PBIS and parent involvement.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS	Fall 2017 - Spring 2018	Principal	Utilize funds to support positive behavior interventions. Provide student incentives for positive tier 1 behaviors.	5000-5999: Services And Other Operating Expenditures		
Parent Involvement	Fall 2017 - Spring 2018	Principal	Plan and implement parent education events and meetings.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	98,043.00
Title I	131,663.50

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	159,228.00
4000-4999: Books And Supplies	28,478.50
5000-5999: Services And Other Operating Expenditures	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	40,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42,114.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,929.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	117,114.00
4000-4999: Books And Supplies	Title I	14,549.50

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	173,157.00
Goal 2	54,549.50
Goal 3	2,000.00

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
Stephanie Rodriguez	X				
John Schiefer			X		
Lynette Simon			X		
Sonia Hamilton		X			
Randra Ratzlaff				X	
Luci Ramirez			X		
Kristen Maurer				X	
Bobby Statham				X	
Samantha Arredondo				X	
John Taylor		X			
Numbers of members of each category:	1	2	3	4	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 21, 2016.

Attested:

Stephanie Rodriguez

Typed Name of School Principal

Signature of School Principal

Date

John Schiefer

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date