

The Single Plan for Student Achievement

School: John Wash Elementary School
CDS Code: 10-62414-6007157
District: Sanger Unified School District
Principal: Yolanda Shahbazian
Revision Date: 10/15/16

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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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Planned Improvements in Student Performance	14
School Goal #1.....	14
School Goal #2.....	18
School Goal #3.....	23
Centralized Services for Planned Improvements in Student Performance	25
Centralized Service Goal #1	25
Summary of Expenditures in this Plan.....	27
Total Allocations and Expenditures by Funding Source	27
Total Expenditures by Object Type.....	28
Total Expenditures by Object Type and Funding Source.....	29
Total Expenditures by Goal	30
School Site Council Membership.....	31
Recommendations and Assurances.....	32

School Vision and Mission

John Wash Elementary School's Vision and Mission Statements

Our students will learn and persevere to be college/career ready in a safe, collaborative and engaging environment.

School Profile

For more than 50 years, John Wash Elementary has held strong to the traditions of community and family. John Wash begins the day with 615 students, 25 teachers, 1 Curriculum Support Provider, RSP teacher, RSP aide, 1 LST, 1 principal, to participate in the morning flag salute and to hear announcements. John Wash Elementary (JWE) is located in a semi-rural area, situated five miles southeast of Fresno on the western boundary of Sanger Unified School District. The eastern and southern areas of John Wash Elementary are rich in agriculture, but are changing quickly to suburban areas. The northern and western areas are growing suburban areas as well. The school was opened in 1962 and serves children in Transitional kindergarten through sixth grade. A District Pre-school was also added to the campus in 2016. JWE student demographics are 19% Asian, 44% Hispanic, 15% White, 3% African-American, 18% two or more races and 1% American Indian or Alaska Native.

JWE's academic excellence continues to be a top priority. Our CAASSP scores in ELA and Math have been the following: 2016-17 ELA 49% were at or exceeded standard. Math 45% were at or exceeded standards. In 2015-16 ELA 60% were at or exceeded standards. Math 51% met or exceeded standards.

JWE has established a system of mutual accountability of standards based learning and common instructional practices. JWE system has three components, 1) Professional Learning Communities, 2) Pyramid of Interventions, and 3) Effective Instruction, that work together to ensure student success. Professional Learning Communities provide teachers the opportunity to collaborate and establish SMART goals. JWE Pyramid of Intervention monitors student learning. Effective Instruction establishes strategies to teach the standards with this year's emphasis on writing to prepare our students for the Common Core.

JWE comprehensive programs are designed to educate and develop the "whole child." Staff, students and community members exhibit the five core values of "Community of Caring," character education program, The five values, family, trust, respect, caring, and responsibility are displayed in every classroom. In 2012 we instituted a Positive Behavior Intervention System using the acronym R.O.A.R.S. This stands for Responsibility, OnTask, Achievement, Respect and Self Control. These behaviors are seen on our entire campus and students are rewarded with R.O.A.R.S tickets. In 2015, JWE was awarded a Gold Medal for PBIS practices. Learning Enrichment Activity Program (LEAP) is an after-school program that is an extension of the school day providing students with homework assistance, enrichment, art, and PE. Students in 4th, 5th, and 6th grade participate in the district music program with a credentialed music teacher. The PTA has 27 active leadership positions and last year parents volunteered over 4,000 hours to JWE. This amount of participation reinforces the commitment of all JWE stakeholders to providing students with a well-rounded education.

The community of JWE believes the small school setting benefits students by providing firm traditions and a family atmosphere. As staff, students, and parents walk through the campus they are met with motivational banners, the first summarizes our mission, "Every child, everyday, whatever it takes!" JWE looks forward to maintaining the traditions of high expectations and positive attitudes. With academic goals and a character value of the month, students at all levels are challenged with high expectations to reach their fullest potential. As a result, we are a five-time Bonner Character Award winner through California State University, Fresno. Beginning in 2007 we were recognized as a California Distinguished School. We are also a three-time Title I Academic Achievement Award winner. In 2009 John Wash Elementary was recognized as the first school in the history of Sanger Unified School District to receive the prestigious NATIONAL BLUE RIBBON AWARD. In 2015 JWE was recognized as a Gold Ribbon School, and earned a California merit award in civic learning.

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).

A School Wide Survey was conducted at the end of the 2016-17 school year. Overall John Wash had a 91% of A and B responses. The parents highlighted the following:

Positive Comments:

1. Academics, student improvement, & expectations
2. Teachers and staff
3. Communication

Opportunities for Improvement:

1. Safety involving Pick Up/Drop Off, parking and traffic.
2. More after school enrichment programs
3. Classroom to home communication

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 occur frequently at John Wash Elementary. The principal and CSP coordinate a schedule in order to provide equitable feedback and coaching opportunities. Additionally, ongoing formal observations take place for individual teachers by the principal throughout the year that focuses on the six California Teaching Standards. The Curriculum Support Provider provides coaching opportunities to those who either ask or need it based on feedback. We also have BTSA support providers that mentor new teachers.

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)

John Wash Elementary has a strong collaborative culture that is dependent on a Professional Learning Community structure. Here teacher teams deal with the critical questions of what students need to learn, how to differentiate for those who are and are not learning it, and how to meet the needs of all students. Formative assessment and character education is considered within each lesson for every unit in our scope and sequence. Additionally, district assessments are given throughout the year as benchmarks for targets and claims of the CCSS. PLC's work through and discuss the data from these assessments and adjust instruction accordingly.

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

PLC's analyze data to inform instruction on a weekly basis. Data talks also allow PLC's to progress monitor and differentiate instruction for all students' needs.

Staffing and Professional Development

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

All teachers at John Wash Elementary are highly qualified. Currently, four teachers are in a BTSA induction program to clear their credentials and one teacher who is an intern is in a mentorship program.

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

All teachers utilize State Board of Education curriculum, and professional development is offered throughout the school year to help with utilization of curriculum and to help improve individual pedagogy.

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

Alignment of staff development occurs both at the district and site level. The district provides a myriad of opportunities in the core areas, as well as in technology. The trainings allow teachers to learn new strategies that help students to access and assess CCSS. Additionally, opportunities at the site level are provided once a month to focus on the JW vision. Our focus is on closing the achievement gap within EL and students with disabilities populations, incorporating deeper formative assessment strategies within units, and building character education into our lessons.

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

Our Curriculum Support Provider, RSP teacher, and Literacy Specialist Teacher support our teachers on a daily basis. We work collectively with classroom teachers through collaboration on how to meet the needs of sub groups. The LST provides coaching and support to K-3 teachers, focusing on early literacy primarily through Guided Reading, while the CSP focuses on 3-6th grade helping with passive and active learning to create rigorous and engaging opportunities for students.

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

All teachers meet with their professional Learning Communities no less than 2 hours a week. PLCs typically spend additional time in collaboration. The time is spent analyzing data, creating formative assessments, creating lessons, planning for differentiation, and comparing best practices. There are times built in the school year through professional development to engage in vertical articulation with their peers.

Teaching and Learning

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

The school district has provided a scope and sequence of instructional units for each grade level in both mathematics and ELA. PLC's meet on an on-going basis to align curriculum and instruction to the content and performance standards. The pacing the the unit calendar is based on data pulls throughout the year on claims and targets.

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

John Wash Elementary is in compliance to the set minimum of instructional minutes for both Mathematics and ELA.

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

The master schedule reflects built in time for intervention and ELD for all grade levels.

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

All students have access to standards based instruction materials that are used in all classrooms.

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)

All curriculum and materials used in classrooms at JW are approved by the State Board of Education.

Opportunity and Equal Educational Access

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

"Tiger Time," (intervention) is provided for all underperforming students at John Wash Elementary. The time is built into the master schedule and occurs daily.

14. Research-based educational practices to raise student achievement

JW utilizes research-based materials and teaching strategies during daily intervention to raise student achievement.

Parental Involvement

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

The Learning Enrichment Activity Program provides tutoring services and enrichment after school for John Wash students. We have two scheduled parent information nights where parents learn how they can help their students access the California State Standards. The district provides services in the Sanger community that focuses on parenting, education, and socio-emotional development for children and families.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConnApp programs (5 California Code of Regulations 3932)

The John Wash School Site Council meets quarterly to plan, implement and evaluate all ConnApp programs.

Funding

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

JW uses funds to serve and provide services to students who are underperforming. We have two part time intervention teachers, one CSP, one LST and teachers who take on additional intervention in both math and ELA after school to meet the needs of all underperforming students.

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in RLA/ELD, mathematics and the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Barriers: Our EL students and students with disabilities are not achieving at the same level as our students without disabilities per CAASPP, DIBELS, BAS, Math fact, ICA, & DPA data.

We will strengthen tier 1 strategies in Rtl, increase RTI minutes from 30 to 45 time in tier 1 and 2, and strengthen our ELD program to ensure both designated and integrated implementation.

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	77	72	88	73	70	84	73	69	84	94.8	98.6	95.5
Grade 4	71	70	68	71	68	67	71	68	67	100.0	98.6	98.5
Grade 5	66	70	95	65	70	93	65	70	93	98.5	100	97.9
Grade 6	70	65	69	68	65	69	68	65	69	97.1	100	100
All Grades	284	277	320	277	273	313	277	272	313	97.5	99.3	97.8

* 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	2439.7	2463.4	2428.3	26	41	21.43	25	23	28.57	34	25	27.38	15	12	22.62
Grade 4	2463.2	2490.4	2499.7	23	32	38.81	23	31	23.88	28	19	22.39	27	18	14.93
Grade 5	2524.2	2503.1	2489.6	25	16	15.05	42	34	29.03	18	27	25.81	15	23	30.11
Grade 6	2536.3	2549.4	2524.9	21	22	11.59	32	43	31.88	31	23	36.23	16	12	20.29
All Grades	N/A	N/A	N/A	23	28	21.09	30	33	28.43	28	24	27.80	18	16	22.68

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	23	33	21.43	58	38	47.62	19	29	30.95
Grade 4	23	24	25.37	52	56	56.72	25	21	17.91
Grade 5	20	21	17.20	65	50	54.84	15	29	27.96
Grade 6	18	22	15.94	50	60	56.52	32	18	27.54
All Grades	21	25	19.81	56	51	53.67	23	24	26.52

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	29	45	25.00	51	45	52.38	21	10	22.62
Grade 4	20	25	37.31	56	62	56.72	24	13	5.97
Grade 5	31	27	26.88	51	53	48.39	18	20	24.73
Grade 6	35	40	17.39	43	46	56.52	22	14	26.09
All Grades	29	34	26.52	50	51	53.04	21	14	20.45

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	21	29	22.62	75	62	61.90	4	9	15.48
Grade 4	21	29	20.90	68	63	65.67	11	7	13.43
Grade 5	17	16	15.05	71	61	61.29	12	23	23.66
Grade 6	13	12	8.70	79	78	71.01	7	9	20.29
All Grades	18	22	16.93	73	66	64.54	9	12	18.53

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	26	38	28.57	60	45	47.62	14	17	23.81
Grade 4	14	26	35.82	54	60	52.24	32	13	11.94
Grade 5	42	29	21.51	48	56	52.69	11	16	25.81
Grade 6	22	31	24.64	63	60	55.07	15	9	20.29
All Grades	26	31	27.16	56	55	51.76	18	14	21.09

Conclusions based on this data:

1. 12% drop in ELA school wide.
2. Students with disabilities did not perform as well as students without disabilities in ELA. There was a significant difference even from EL 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	77	72	88	73	71	84	73	70	84	94.8	100	95.5
Grade 4	71	70	68	71	68	67	71	68	66	100.0	98.6	98.5
Grade 5	66	70	95	65	70	93	65	70	93	98.5	100	97.9
Grade 6	70	65	69	68	65	69	68	65	69	97.1	100	100
All Grades	284	277	320	277	274	313	277	273	312	97.5	99.6	97.8

* 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	2446.3	2457.7	2431.5	15	30	22.62	38	31	27.38	34	24	23.81	12	14	26.19
Grade 4	2469.5	2503.4	2495.1	11	26	28.79	31	29	25.76	41	38	33.33	17	6	12.12
Grade 5	2508.5	2501.6	2501.6	14	14	15.05	28	26	23.66	37	33	34.41	22	27	26.88
Grade 6	2551.7	2532.0	2525.0	26	23	26.09	26	25	14.49	31	29	26.09	16	23	33.33
All Grades	N/A	N/A	N/A	17	23	22.44	31	28	23.08	36	31	29.49	17	18	25.00

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	33	41	33.33	48	40	30.95	19	19	35.71
Grade 4	21	37	40.91	38	44	36.36	41	19	22.73
Grade 5	26	30	23.66	45	34	39.78	29	36	36.56
Grade 6	35	35	26.09	40	34	33.33	25	31	40.58
All Grades	29	36	30.45	43	38	35.26	29	26	34.29

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	34	26.19	47	51	45.24	33	14	28.57
Grade 4	15	25	31.82	56	51	39.39	28	24	28.79
Grade 5	17	10	16.13	37	46	43.01	46	44	40.86
Grade 6	26	23	24.64	46	48	39.13	28	29	36.23
All Grades	20	23	24.04	47	49	41.99	34	28	33.97

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	29	40	30.95	59	57	51.19	12	3	17.86
Grade 4	14	37	27.27	63	49	57.58	23	15	15.15
Grade 5	14	7	11.83	62	64	56.99	25	29	31.18
Grade 6	19	15	23.19	65	65	39.13	16	20	37.68
All Grades	19	25	22.76	62	59	51.60	19	16	25.64

Conclusions based on this data:

1. 7% drop in Math school wide.
2. Students with disabilities did not perform well in math compared to students without disabilities. Our EL students did do better in Math compared to ELA
3. Standard not met (1) group increased from previous year to this year.

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					***		***				***				
1		19		27	38		45	38		27	6				
2	15			69	60		15	40							
3				64	25		18	50		18	25				
4	13			25	75		63	25							
5	11			44	50		44	50							
6	***				50			33			17				
Total	9	6		45	50		38	37		9	8				

Conclusions based on this data:

1. We have a large population of intermediate and early advanced students in 1st through 6th grade.
2. K-6th grade has designated ELD on the master schedule where ELD students are pulled out for designated ELD.
3. Our weakest CELDT domains is reading comprehension and writing composition.

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	6			12	22		53	22		24	33		6	22	
1		17		27	39		45	39		27	6				
2	14			64	60		14	40		7					
3		17		58	17		25	33		17	17			17	
4	11	11		22	67		67	22							
5	10			40	50		50	50							
6	***			50	63			25			13				
Total	8	8		36	45		41	33		14	9		1	5	

Conclusions based on this data:

1. More than a third of the EL population is Intermediate, and of those Intermediates 55% are in third grade or above.
2. Our highest concentration of EL students are in 1st and 3rd grade .
3. We have four long term ELs in 6th grade

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:
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
All students will improve at grade level by 3% on CAASPP ELA and Math assessments.
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. 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:
16/17 CAASPP ELA scores fell by 12%. Math scores fell by 7%. Math CAASPP scores were lower than ELA CAASPP scores in 3rd through 6th grade. .There was a significant gap between SPED and EL groups in both math and ELA. RFEP data also slipped in 16/17. BAS scores showed improvement in grades K-2. 3rd grade was lower then the previous year.
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>1. Strengthen tier 1 formative assessments and summative assessments will be aligned to CAASPP.</p> <p>1.1 Establish testing calendar and benchmark test using Illuminate formative data.</p> <p>1.2 Provide professional development and technical assistance in analyzing formative and summative data. (CAASPP, PBA, DPA, BAS, DIBELS, AR STAR) to identify gaps, trends and next steps.</p>	<p>1.1 & 1.2 Weekly progress monitoring of students; weekly collaboration in PLC's to discuss best practices. Weekly data talks.</p>	<p>1.1 & 1.2 Teachers are responsible for progress monitoring students on a weekly basis. CSP & Principal monitor PLC's.</p>	<p>Substitute Teachers for planning days</p> <p>Subs for professional development.</p> <p>Subs for Data Team Meetings and Collection of Data.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>		<p>1,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide curriculum aligned to CCSS and support for all students.	Ongoing timeline; Professional Development Days (Site PD days calendared throughout the year)	Classroom teachers, librarian, RSP, CSP, intervention teachers, principal	2.1 Supplemental teaching materials, library materials and technology for grade level PLC's.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,177
2.1 Purchase standards based curriculum and supplementary materials, including library and technology for all subject areas.						
2.2 Scope and sequence for all units in core areas.						
2.3 Develop and provide an ongoing program of differentiated professional development in the use of all curricular materials.			2.2 & 2.3 CSP and 3 part time intervention teachers to provide ongoing coaching and instructional supports, intervention, set-up, progress monitoring and research based materials. CSP will attend PD on Effective Instruction and ELD	1000-1999: Certificated Personnel Salaries	Title I	57,875
2.4 Develop ongoing support for implementation of all materials by staff.						
2.5 Develop after school enrichment and intervention opportunities.			2.5 Glee Club, Cooking Class, Garden Club, Shakespeare drama, Robotics, Intervention - Math & ELA, Spanish Club, Art Club, STEM	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	9,300
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3 Implement standards based instruction in all classrooms.</p> <p>3.1 Provide intensive and differentiated professional development to teachers on standards based instructional strategies and techniques. (Effective Instruction)</p> <p>3.2 Build capacity within PLC's to collaborate in unit design and formative assessment.</p> <p>3.3 Align all school based support with curricular and instructional needs of the school and library services.</p>	Ongoing	Teachers, librarian, CSP, principal, RSP teacher, LST	<p>Print shop, supplies</p> <p>apps</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>Title I</p> <p>Title I</p> <p>None Specified</p>	<p>3,500</p> <p>500</p>
<p>4 Meet the needs of students requiring intervention</p> <p>4.1 Continue to implement an intensive school-wide program that is appropriate for all students not meeting standards.</p> <p>4.2 Provide professional development on intervention and differentiation of instruction.</p> <p>4.3 Purchase writing supplies and materials for writing instruction.</p>	<p>Ongoing</p> <p>Trimester Data Meetings. (total of 3)</p> <p>RTI meetings to happen every 8 weeks.</p>	principal, CSP, intervention teachers, RSP teacher	<p>Supplemental materials, library books, and guided reading books.</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>LCFF - Supplemental</p> <p>None Specified</p>	<p>15,259</p>

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:
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:
All subgroups will improve at grade level by 5% on CAASPP ELA and Math assessments. We will meet the AMAO 1 60.5% and AMAO 2 24% proficiency rates established by state. 6th grade will achieve 2.0 or better, no D/F in Math/ELA K-3rd will increase the on track percent by 5% in BAS. Reduce Physical Contact Minor Referrals by 10%.
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 n ?English Language Arts and Mathematics.
Findings from the Analysis of this Data:
We did meet the AMAO 1 proficiency rate. The Gap between EL's and SPED grew in ELA.
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>1. Develop a system of formative assessment that informs instruction throughout the school.</p> <p>1.1 Establish a research-based, systematic method of monitoring growth and progress.</p> <p>1.2 Increased RTI from 30 to 45 min. Also, Designated ELD time increased and is on school master schedule.</p> <p>1.3 Provide professional development and technical assistance in analyzing formative and summative data (i.e. benchmark, STAR, CELDT, CAHSEE, Houghton-Mifflin) to identify gaps, trends, and next steps.</p> <p>1.4 Implement multiple measures and provide professional development on their meaning and appropriate use.</p>	<p>On going</p> <p>Calendar for the Year. Trimester Data Meetings. (total of 3) RTI meetings to happen every 8 weeks.</p>	<p>Teachers, CSP, ELD teachers, Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Provide aligned curriculum materials and support for all classrooms.</p> <p>2.1 Purchase standards-based curriculum and supplementary materials, including library and technology, for all subject areas.</p> <p>2.2 Develop grade level curriculum maps / pacing schedules/standards calendar/trimester calendar/resource assessments for all core areas.</p> <p>2.3 Develop and provide an ongoing program of differentiated professional development in the use of all curricular materials.</p> <p>2.4 Develop ongoing support for implementation of all materials by staff.</p>	On going Site and District PD day's	Teachers, CSP, ELD teachers, RSP teacher, Principal	2.1 Purchase supplementary STEM materials.	None Specified	LCFF - Supplemental	2,800
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Implement standards-based instruction in all schools and in all classrooms.</p> <p>3.1 Provide intensive and differentiated professional development to teachers on standards- based instructional strategies and techniques. (i.e. EI)</p> <p>3.2 Provide teacher- specific assistance in providing standards-based instruction.</p> <p>3.3 Align all school-based support with the curricular and instructional needs of the schools including library services.</p>	On going	Teachers, CSP, ELD teachers, RSP teacher, Principal	Purchase technology to support curriculum for all subgroups.	4000-4999: Books And Supplies	Title I	10,000
					LCFF - Supplemental	5,373
			Purchase speakers for Smart Boards.		LCFF - Base	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Meet the needs of students requiring intervention.</p> <p>4.1 Develop an intensive school-wide intervention program that is appropriate for all students not meeting standards (especially for K-3 students that are 1 year below and 2 yrs below for 4-12.)</p> <p>4.2 Provide professional development on intervention and differentiation of instruction – differentiated by site and grade.</p> <p>4.3 Provide support/library materials and funding for staff for intervention needs. Special emphasis will be placed on the needs of EL learners below grade level.</p>	Ongoing	Teachers, IT teachers, RSP, CSP, RSP Aid	Professional Development - Orton Gillingham, books, reading supplies - highlighters, pens, pencils, paper	4000-4999: Books And Supplies	LCFF - Supplemental	5000
			Purchase Rewards for RTI 4-6 grade and Six Minute Solution for RTI K-6th grade	4000-4999: Books And Supplies	Title I	2,500

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:
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:
We will employ 100% highly qualified teachers. We will reduce suspension and expulsion rates by .5% We will maintain student attendance rate above 95% by reducing number of chronic absences We will maintain parent involvement above 94% as measured by Parent Survey.
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 95%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
We employ 100% highly qualified teachers; Currently, our attendance rates are above district averages in all areas. There were no expulsions, suspensions dropped slightly. All facilities are maintained at 90% and better as measured by the Facilities Inspection Tool.
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
Hire California Credentialed teachers when positions come available.	March-June	principal, CSP, teachers				
Implement PBIS, Restorative Justice to decrease suspension and expulsion rates.	Ongoing	Principal, psychologist, counselor, parents		0001-0999: Unrestricted: Locally Defined	LCFF - Base	2000
Monitor attendance trends through web based tracking system; SARB process	Ongoing	Principal, clerk, office manager,	Incentives: ice cream parties, prize bag, pizza parties	None Specified	Title I Part A: Parent Involvement	1,500
We will create an incentive for students to return parent surveys at 94% rate or better.	February	Principal, clerk	Prize bag item - Oriental Trading	None Specified	Title I Part A: Parent Involvement	500

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 - Base	6,000.00
LCFF - Supplemental	46,909.00
Title I	74,375.00
Title I Part A: Parent Involvement	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	11,300.00
1000-1999: Certificated Personnel Salaries	67,052.00
4000-4999: Books And Supplies	36,759.00
None Specified	4,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	4,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	2,000.00
	LCFF - Supplemental	5,373.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	9,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,177.00
4000-4999: Books And Supplies	LCFF - Supplemental	20,259.00
None Specified	LCFF - Supplemental	2,800.00
1000-1999: Certificated Personnel Salaries	Title I	57,875.00
4000-4999: Books And Supplies	Title I	16,500.00
None Specified	Title I Part A: Parent Involvement	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,611.00
Goal 2	29,673.00
Goal 3	4,000.00

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
Yolanda Shahbazin	X				
Suzanne Nilmeier			X		
Jennifer Tovar		X			
Cindy Porter		X			
Barbara Murphy				X	
Virginia Castro				X	
Kishauna Ellard				X	
Luz Hernandez				X	
Katie Pope				X	
Elizabeth Reyes Ragsdale			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

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 10/19/2017.

Attested:

Yolanda Shahbazian

Typed Name of School Principal

Signature of School Principal

Date

Suzanne Nilmeier

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date