

The Single Plan for Student Achievement

School: Lincoln Elementary School
CDS Code: 10-62414-6007165
District: Sanger Unified School District
Principal: Johnny Gonzalez
Revision Date: 10/06/2017

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

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

Contact Person: Johnny Gonzalez
Position: Principal
Phone Number: (559) 524-6370
Address: 1700 14th Street
Sanger, CA 93657
E-mail Address: johnny_gonzalez@sanger.k12.ca.us

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School Vision and Mission

Lincoln Elementary School's Vision and Mission Statements

Lincoln Mission Statement

Our Mission at Lincoln Elementary School is to hold high expectations for student success by providing our students with an educational setting in which all students can learn. The dignity and individual differences of every student will be recognized. Students will be encouraged to develop to their fullest intellectual, social, physical and emotional potential to attain the skills necessary to become productive life-long learners and contributing citizens of society.

Lincoln Vision Statement

Mighty RAMS will collaborate throughout grades maintaining high expectations and engaging students to ensure all challenges turn into possibilities.

School Profile

Lincoln Elementary is one of fourteen elementary schools in the Sanger Unified School District. The school serves approximately 386 Transitional-Kindergarten through fifth grade students. One hundred percent of these students participate in the Free or Reduced-Priced Lunch Program. Approximately 40% of the students are considered English Learners. The percentage of Hispanic or Latino students is 93.6%, American Indian or Alaskan Native students is .4%, Asian/Pacific Islander students is 1.5%, Black students is .8%, and White students is 3.7%. Students with special needs which include Migrant 2%, students with disabilities 19.7%, and homeless 4.5%.

The entire School Based Coordinated Program is coordinated between our supplemental Title 1 and LCAP budgets, and is monitored by the principal, SSC/ELAC, and Leadership PLC (representatives from grade level and support services at Lincoln). The principal regularly monitors and coordinates budgets, programs, and implementation in the areas of the instructional program, academic support, professional development and parent and community involvement. This assures that all of Lincoln School's students are able to receive additional services to help them experience success in the core program. To guarantee student participation in all coordinated programs, the principal oversees a plan to involve staff and community in an effort to increase student attendance.

The Lincoln principal communicates with parents regularly through a weekly newsletter and calendar, important dates on the marquee, weekly informational packet, parent meetings, phone messages using a phone-dialer system, School Site Council/ ELAC, and the quarterly Parent/Administrator Meetings to inform them of up-coming opportunities to participate in decision-making at the school. School functions are advertised in both English and Spanish, and parents are reminded of training, parent-teacher conferences, and volunteer activities. Translated notices are provided for parents of EL students, and interpreters are made available for school functions. One percent of categorical funds are used for increasing and supporting existing parent involvement.

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 Parent Survey was conducted at the end of the 16-17. Overall Lincoln had an 86.1% A and B responses.

The parents highlighted the following:

List the top three positive areas mentioned by parents.

Areas of Positive Comments by Parents (Ranked)	Number of Comments in this Area
Teachers and staff are welcoming	53
All of the programs that are offered	30
Communication from school to home	15

List the top three areas for improvement mentioned by parents.

Comments by Parents Suggesting Areas of Improvement (Ranked)	Number of Comments in this Area
Math intervention is needed	6
More sports at an earlier age	5

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 on a daily basis at Lincoln Elementary. The principal and curriculum support provider (CSP) are in the classrooms providing feedback to teachers. The CSP also works with those teachers who ask for help or who are identified as needing more support. The feedback form gives a positive comment and asks the teacher to consider a new idea or asks a clarifying question.

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)

Lincoln Elementary is a Professional Learning Community School. All grade level PLC's meet weekly to discuss what is going to be taught, how it's going to be taught, how do they know if the students learned it and what are going to be their next steps. Each PLC develops common formative and summative assessments which are used to modify their instruction.

District Assessments have been developed and are used to see how we are doing on Claim Data. PLCs use Interim Assessment Blocks and an Interim Comprehensive Assessment prior to state testing to help understand gaps in student learning and use the feedback to improve instruction. These assessments also help our teachers make adjustment to their instruction. The data from the CAASPP Assessments were reviewed with each PLC. Each grade level PLC came up with an action plan in order to improve.

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

Each PLC uses data to modify their instruction. Each PLC meets weekly to look at the results of their common assessments, district assessments or progress monitoring tools. Teachers then modify their instruction as needed.

Staffing and Professional Development

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

Lincoln Elementary is staffed with highly qualified teachers. Currently all but three teachers are highly qualified. The three teachers who is not highly qualified are working on her credential as they are currently interns in our RSP, SDC, and CARS program.

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

Lincoln Elementary uses State Board of Education adopted material for all of its core subjects. All teacher have been provided professional development on how to use the materials effectively in their classrooms.

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

Staff professional development takes on two phases at Lincoln Elementary. The first phase is done at the district level for both ELA and Math. During these trainings staff learns how the content standards work and how to assess those standards. The second phase is site professional development that occurs once a month. These trainings focus on our school vision. Right now we are focusing on universal design for learning strategies, balance literacy of reading and writing, and instruction in designated and integrated ELD.

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

Curriculum Support Provider (CSP) and The Literacy Specialist Teacher (LST) are used to support teachers on a daily basis. The CSP spend most of his time in the 3-5 grade classrooms providing support to teachers via lesson planning, co-teaching, feedback and providing resources. The LST focuses her time with the K-3 teachers focusing on guided reading, which happens to be one of our district initiatives. 2 fully credentialed intervention teachers have been hired to provide tier II intervention for students who are struggling in the regular classroom. We also have a full time resource specialist teacher who works with our Tier III kids who need substantial support.

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 Community on a weekly basis for a minimum of 2 hours a week. Teachers meet to design lessons, assessments, look at data, and share/discuss best practices. As well as our RSP, SDC, and RTI teachers are embedded into PLCs once a month as well.

Teaching and Learning

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

Grade level PLC's meet to align curriculum, instruction and materials to the content and performance standards. The district has also provided a unit guide that our teachers use as guidance on when standards should be taught.

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

Lincoln School meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

Lincoln School's master schedule has built in intervention and English Language Development time for all grade levels.

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

Standards-based instructional materials are used in all classrooms and available for all students.

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 materials used at Lincoln Elementary have been 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)

Lincoln Elementary provides services for all underperforming student to meet the standards. The master schedule has been developed so that these services occur during the regular school day.

14. Research-based educational practices to raise student achievement

All students requiring intervention receive research-based instruction in order to raise student achievement.

Parental Involvement

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

Lincoln School is fortunate enough to have the Learning Enrichment Activity Program (LEAP) which provides tutoring services for students at Lincoln Elementary. Lincoln has also partnered up with the Family Resource Center to provide monthly information for families that deal with issues that come up during the school year. The Family Resource Center has also opened up satellite services quarterly at Lincoln. We also are holding ESL classes that meet twice a week.

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)

Lincoln Elementary has a school site council which meets to plan, implement and evaluate all ConnApp programs.

Funding

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

Lincoln Elementary uses its funds to provide direct services to students who are underperforming. Lincoln has hired two intervention teachers and a curriculum support provider to provide these direct services.

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 EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Lincoln Elementary has 134 or 34% of its students classified as English Learners. One of our goals is to provide a robust English Language Development program for our students. We not only provide a designated ELD time but an integrated ELD throughout the day.

Lincoln Elementary has 24% of its students in a tier II intervention. Thus, we are working on providing the best Tier I instruction by using Universal Design for Learning Strategies and Effective Instruction.

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	70	78	49	68	75	48	68	75	48	97.1	97.4	98
Grade 4	62	63	64	62	62	63	62	62	63	100.0	98.4	98.4
Grade 5	72	63	65	64	63	62	64	63	62	88.9	100	95.4
All Grades	204	204	178	194	200	173	194	200	173	95.1	98.5	97.2

* 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	2378.4	2385.1	2390.8	3	4	8.33	15	27	20.83	34	31	31.25	49	39	39.58
Grade 4	2417.3	2409.6	2423.8	5	5	9.52	26	13	17.46	19	27	25.40	50	55	47.62
Grade 5	2445.0	2488.1	2496.8	3	11	9.68	20	33	43.55	25	22	25.81	52	33	20.97
All Grades	N/A	N/A	N/A	4	7	9.25	20	25	27.75	26	27	27.17	50	42	35.84

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	3	9	10.42	44	45	52.08	53	45	37.50
Grade 4	10	11	7.94	45	27	47.62	45	61	44.44
Grade 5	5	14	8.06	39	43	67.74	56	43	24.19
All Grades	6	12	8.67	43	39	56.07	52	50	35.26

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	1	5	6.25	49	48	47.92	50	47	45.83
Grade 4	5	5	4.76	52	45	53.97	44	50	41.27
Grade 5	6	27	24.19	50	46	56.45	44	27	19.35
All Grades	4	12	12.14	50	47	53.18	46	42	34.68

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	3	7	6.25	71	75	62.50	26	19	31.25
Grade 4	6	2	11.11	73	76	65.08	21	23	23.81
Grade 5	5	19	16.13	72	57	67.74	23	24	16.13
All Grades	5	9	11.56	72	70	65.32	24	22	23.12

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	8	10.42	57	61	64.58	34	31	25.00
Grade 4	10	6	14.29	53	61	60.32	37	32	25.40
Grade 5	16	25	22.58	53	62	58.06	31	13	19.35
All Grades	11	13	16.18	55	62	60.69	34	26	23.12

Conclusions based on this data:

1. School wide 64% of our students met the standard or nearly met the standard in ELA
2. We had an 5% increase of students who met the achievement standard from 2015. We went from 32% to 37%
3. School wide there is a 48% achievement gap between EL's and regular students at met or exceeded.

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	70	78	49	70	75	49	69	75	49	100.0	97.4	100
Grade 4	62	63	64	62	62	64	62	62	64	100.0	98.4	100
Grade 5	72	63	65	64	63	64	63	63	64	88.9	100	98.5
All Grades	204	204	178	196	200	177	194	200	177	96.1	98.5	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2406.2	2417.4	2392.9	7	11	6.12	23	25	20.41	39	37	36.73	30	27	36.73
Grade 4	2425.5	2430.1	2432.6	2	3	3.13	13	18	17.19	47	37	48.44	39	42	31.25
Grade 5	2425.8	2451.6	2465.5	0	2	6.25	6	10	17.19	25	41	34.38	67	48	42.19
All Grades	N/A	N/A	N/A	3	6	5.08	14	18	18.08	37	39	40.11	45	38	36.72

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	17	17	18.37	43	51	34.69	39	32	46.94	
Grade 4	3	10	7.81	35	34	39.06	61	56	53.13	
Grade 5	3	5	12.50	10	19	37.50	87	76	50.00	
All Grades	8	11	12.43	30	36	37.29	62	54	50.28	

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	13	17	8.16	38	47	53.06	49	36	38.78
Grade 4	3	6	9.38	42	37	43.75	55	56	46.88
Grade 5	3	5	9.38	27	37	51.56	70	59	39.06
All Grades	7	10	9.04	36	41	49.15	58	50	41.81

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	17	25	8.16	58	53	53.06	25	21	38.78
Grade 4	5	6	9.38	48	35	48.44	47	58	42.19
Grade 5	3	3	9.38	38	41	45.31	59	56	45.31
All Grades	9	13	9.04	48	44	48.59	43	44	42.37

Conclusions based on this data:

1. 1% decrease in Math for all students from 2015 school wide from 24% to 23%.
2. 4% increase in Math for our English Learners meeting standard or exceeding standard.
3. In math 63% nearly met, met or exceeded and 37% did not meet the standard.

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					25		***	25		***	25			25	
1		7		30	52		35	38		13	3		22		
2	7			31	18		45	65		12	12		5	6	
3	2	3		41	13		37	59		11	16		9	9	
4	4	14		37	34		44	38		7	7		7	7	
5		11		41	37		50	26		9	21			5	
Total	3	7		36	31		42	45		11	12		8	6	

Conclusions based on this data:

1. 43.63% of all students met AMAO 1 - for annual growth. This was an decrease and we did not meet the 62% target.
2. 16% of students met AMAO 2A--Less than 5 years 42/154. Met state target of 25.4%
3. 40% of students met AMAO 2B--5 years or more. Did not meet the 52.8 target.

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	16		32	23		38	29		24	32	
1		6		32	50		36	35		12	3		20	6	
2	6			31	18		45	55		10	9		8	18	
3	2	3		39	11		35	54		12	14		12	19	
4	7	12		33	30		43	42		7	6		10	9	
5		10		39	33		52	33		9	19			5	
Total	3	5		30	26		40	40		15	13		12	15	

Conclusions based on this data:

1. There was a 2% increase in Intermediates in the 2016-2017 school year.
2. A total of 15 students decreased a level from previous years CEDLT results.
3. A total of 34 students are eligible for re classification if they are meeting all the requirements based on the 2016-2017 CELDT results.

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 I first time instruction by utilizing effective teaching strategies based on Universal Design for Learning principles.
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:
For the 2016-17 we met our 5% goal in ELA and not in Math. We had an 6% gain in ELA and a 0% growth in math. The use of UDL in full validity showed tremendous growth with our cohort of 5th graders.
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
Teachers will receive training from district personnel in effective instruction for ELA.	Ongoing through 17-18 school year.	Principal, district	Teachers will attend grade level team trainings throughout the school year. Teachers will also attend math lesson study given by Math DIS team to improve their math knowledge.	None Specified		
TK-5th grade teachers will develop a UDL implementation plan for the 2017-18 school.	September 2017	Principal, CSP, District Instructional Specialist	UDL district lead will be available for training . for one mandated training.	None Specified	None Specified	
			Purchase flexible seatings for classes that adjusting to behavioral data via UDL strategies.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
			UDL supplies	4000-4999: Books And Supplies	LCFF - Supplemental	6,340
Curriculum support provider that was hired will continue to work with teachers on improving their practices, coaching in the classroom, modeling lessons in the classroom.	August-June	Principal, CSP	Curriculum support provider that was hired will continue to work with teachers on improving their practices, coaching in the classroom, modeling lessons in the classroom.	1000-1999: Certificated Personnel Salaries	Title I	48,939
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,939

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to refine Guided Reading practices in TK through 3rd grade. We want to use Lexia Reading Program to add additional reading data.	August - June	Principal, LST, CSP	PLCs will refine the program in their guided reading stations and analyze data in meetings. PLCs will need copies and supplies to support groups	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
			School would like to purchase Lexia Reading program	4000-4999: Books And Supplies	LCFF - Supplemental	9,500
Library will have flexible seating and additional books to help foster collaborative approaches and new materials to research with in addition to technology	August-June 2017	Principal, Librarian	Purchase flexible seating and new books.	4000-4999: Books And Supplies	LCFF - Supplemental	7,699

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 II and Tier III services for students who have the need.
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:
We did not meet AMAO 1, 2A, or 2B. We met the 96% attendance, however, we decreased suspensions by 50% from 4 suspensions to 2. We did not meet our subgroups meeting the 5% growth rate.
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
Use Intervention Teachers with fidelity.	August 2017-June 2018	Principal	Implementation of 2 Intervention Teachers.	1000-1999: Certificated Personnel Salaries	Title I	36,463
			Provide professional development in district/site literacy materials.			
			Meet with teachers and discuss students who require tier II intervention.			
			Identify high quality materials needed to carry out the task.			
			Meet with students who require Tier II interventions on a daily basis.			
			Monitor students progress with the researched based programs.			
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	179,766

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide an ELD workshops on site that focuses on Integrated and Designated ELD and bringing awareness to the new language test ELPAC.	October 2017	CSP	CSP will provide a workshop that focuses on designated and integrated ELD. The goal is to make sure all teachers are using the designated supports during the regular school day. Designated ELD supplies (copies and literature) to be purchased to help supplement base curriculum.	None Specified 4000-4999: Books And Supplies	Title I	5,000
CSP and teachers to hold ILPs for 4th and 5th graders to set goals for reclassification.	November 2017	Principal, CSP, 4th and 5th grade PLCs	PLCs, CSP, principal, student, and parents will review student data to determine goals for language development. A roving substitute will be needed to assists in teacher meetings for ILPs. Meeting data to be recorded in the ELLEVATION program.	None Specified None Specified None Specified		
Hold monthly MTSS data meetings to discuss data from RTI, PBIS, and benchmarks.	October 2017	Principal, CSP, psychologist, RTI teachers, RSP teacher,LST, 1st grade teacher, and 4th grade teacher	As a team, we will review data and use resources to help improve academics, behavioral, and social emotional sub groups in overall academic success of the school.	4000-4999: Books And Supplies	LCFF - Supplemental	6,685.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CSP to provide support and coaching with teachers in 4th and 5th grade to strengthen ELD lessons during designated time.	November 2017	CSP, Principal, 4th and 5th grade teachers	As a team, we will develop designated ELD lessons via ELD standards, ELPAC, data, and interest to improve language development to support core.	None Specified	None Specified	
			ELD materials will need to be purchased: materials, copies, and manipulatives.	4000-4999: Books And Supplies	Title I	5,000
			Upgrade technology in the class from additional iPads in lower grades (TK-2).	4000-4999: Books And Supplies	Title I	6,174.68
Refine Effective instruction using our 9 district guidelines and weaving UDL practices into them	August - June 2017	Principal, CSP, LST, teachers	Purchase technology (projectors/apple tvs), manipulatives , poster boards, easels, supplies for UDL lessons and materials for activities for school culture.	4000-4999: Books And Supplies	LCFF - Supplemental	9,990

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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	282,919.00
S3 Grant	2,097.46
Title I	101,576.68

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	314,107.00
4000-4999: Books And Supplies	72,486.14

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	228,705.00
4000-4999: Books And Supplies	LCFF - Supplemental	54,214.00
4000-4999: Books And Supplies	S3 Grant	2,097.46
1000-1999: Certificated Personnel Salaries	Title I	85,402.00
4000-4999: Books And Supplies	Title I	16,174.68

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,417.00
Goal 2	249,078.68
Goal 3	6,097.46

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
Johnny Gonzalez	X				
Nicolas Ibarra			X		
Letisia Cuellar		X			
Jennifer Vang		X			
Lydia Leal		X			
Cindy Nelson			X		
Teresa Calderon				X	
Alejandra Valencia				X	
Patricia Flores			X		
Laurie Bianchi			X		
Numbers of members of each category:	1	3	4	2	

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 18, 2016.

Attested:

Johnny Gonzalez

Typed Name of School Principal

Signature of School Principal

Date

Nicolas Ibarra

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date