

The Single Plan for Student Achievement

School: SEQUOIA ELEMENTARY SCHOOL
CDS Code: 10-62414-0123463
District: Sanger Unified
Principal: Nichole Rosales
Revision Date: 10/14/17

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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School Vision and Mission

SEQUOIA ELEMENTARY SCHOOL'S Vision and Mission Statements

Mission: The Sequoia Staff will create a safe, supportive learning environment with high academic expectations.

Vision: Sequoia teachers will facilitate and engage students in rigorous learning by providing opportunities for collaboration and application of skills.

School Profile

School Profile

Sanger Unified School District covers approximately 180 square miles in eastern Fresno County. The District includes the City of Sanger, the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley, a portion of the Sunnyside area of metropolitan Fresno, and suburban and rural areas of the cities of Fresno, Clovis, Fowler, Selma, and Parlier. Sanger Unified adjoins the school districts of Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier and Sierra Union. SUSD's Eastern and Southern areas are rich in agriculture while the Northern and Western portions are largely suburban with some agriculture. Sanger Unified serves approximately 10,900 students. The District serves six K-5 elementary schools, five K-6 elementary schools, one K-8 elementary school, one 6-8 middle school, one 9-12 comprehensive high school, one 9-12 continuation high school, one 7-12 alternative high school, one 7-12 community day school, one K-12 regional charter school, one K-8 environmental charter school and one K-8 academic charter school. Sanger Unified and all of its schools operate on a traditional school year calendar.

Description of the School

Sequoia Elementary is located just west of the community of Sanger in the Central San Joaquin Valley. The school has an enrollment of 641 TK-6th graders and around 30 preschool students. The ethnic composition is very diverse and includes the following groups: Hispanic, Caucasian, African American, Asian, Indian, and other. Socioeconomic status ranges from lower to upper middle class.

Sequoia Elementary is the newest school in the Sanger Unified School District. Sequoia Elementary is located on South Armstrong Ave., between Jensen Ave. and Church ave. in the City of Fresno. The school operates on a traditional school calendar. We are committed to providing a strong instructional program for all students to ensure excellence in education.

During the 2017-2018 school year, Sequoia will serve approximately 641 Transitional Kindergarten - sixth grade students and 30 preschool students. About 70% of these students will participate in the Free or Reduced-Priced Lunch Program. Roughly 20% of the students are considered English Learners.

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).

Each year Sanger Unified sends home a parent survey with every student. The following are the findings from last year parent survey.

The three most common positive comments Sequoia received. 1. Sequoia Staff (91 comments) 2. Happy, or satisfied with their experience here at Sequoia (34 comments) 3. Maintenance and Facility (30 comments) The following are the most common suggestions. 1. Cafeteria (23 comments) 2. Communication (20 comments) 3. Parking Lot (15 comments)

Classroom Observations

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

Informal classroom observations are made daily. Formal classroom observations are made once during the fall, winter, and spring for non tenured teachers. Formal observations are completed once in the fall and once in the spring for tenured 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)

Sequoia Elementary is a Professional Learning Community School. All grade level PLC's meet weekly to discuss what is going to be taught, how it will be taught, how they will know when students have learned it, and what their next steps will be. 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. These assessments also help our teachers make adjustments to their instruction.

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

Grade Level Professional Learning Communities analyze student data on a regular bases. It is used to identify concepts that need reteaching as well as students who are not progressing. Teachers use this information to modify their instruction as needed.

Staffing and Professional Development

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

Sequoia Elementary is staffed with highly qualified teachers.

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

Sequoia Elementary uses State Board of Education adopted material for all of its core subjects. All teachers 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)

Professional development provided by the district is focused on strategies to implement the common core state standards. Site professional development is focused on topics and strategies that support the our Instructional Vision.

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

Sequoia Elementary has a Curriculum Support Provider (CSP), an Instructional Support Provider (ISP), and a Literacy Specialist Teacher (LST) to support teachers on a daily basis. Our CSP and ISP assist teachers with curriculum needs and both serve as an instructional coach. Our literacy specialist teacher supports our TK-3rd Grade teachers with their implementation of guided reading and any other early literacy needs.

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

Sequoia teachers work collaboratively in grade level Professional Learning Communities on a weekly basis. Teachers meet to design lessons, assessments, look at data, and share best practices.

Teaching and Learning

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

Grade level PLC's begin with the California State Standards to plan their lessons. They meet to align curriculum, instruction, and materials to the content and performance standards. As a PLC they identify what they want students to know and how they will know they have learned it. They also identify what they will do if students do not learn it and what they will do if they already know it. The district has provided a unit guide that our teachers use to help develop their pacing.

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

Sequoia adheres to the recommended number of instructional minutes for both English Language Arts and Math.

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

Teachers have pacing calendars which are living documents and are adjusted based on student needs. Our master schedule includes RtI time during the day to provide students with Tier 2 interventions as well as English Language Development for our English Learners.

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 Sequoia 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)

All students receive Tier 1 support in the classroom. Students that need further support receive Tier 2 intervention with an intervention teacher.

14. Research-based educational practices to raise student achievement

Research based programs are utilized during Tier 2 and 3.

Parental Involvement

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

Sequoia Elementary is fortunate to have the Learning Enrichment Activity Program (LEAP) which provides tutoring services for students at Sequoia. Many teachers also provide students with after school intervention.

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)

Sequoia 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)

All students receive tier 1 instruction. Students that need reading support receive a tier 2 or 3 intervention. Students in Tier 2 are serviced by our two intervention teachers.

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

After reviewing our CAASPP data from 2016-2017, it was evident that our students need more practice with tasks that require a higher level of thinking. It was also evident that our students need regular practice with the devices that they are tested on. Our 2017-2018 goal is to increase the amount of high level cognitive demand tasks our students interact with during the school year as well as create and utilize grading rubrics for all writing portions on assessments. We also reviewed reading assessments given during the 2017-2018 school year in our TK-3rd grade classes. Our 2017-2018 goal is to improve our implementation of guided reading in all TK- 3rd grade classrooms. We will also increase our use of read alouds with accountable talk and provide opportunity for academic discourse across all disciplines.

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	93	75	69	93	74	69	93	97.4	95.8	100
Grade 4	62	68	69	60	68	68	60	68	68	96.8	100	98.6
Grade 5	68	67	71	68	66	71	67	66	71	100.0	98.5	100
Grade 6	63	64	70	63	64	70	63	64	70	100.0	100	100
All Grades	270	271	303	266	267	302	264	267	302	98.5	98.5	99.7

* 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	2406.1	2430.3	2415.6	15	22	19.35	16	29	19.35	37	26	29.03	31	23	32.26
Grade 4	2475.1	2472.1	2461.9	27	19	25.00	30	26	19.12	15	26	29.41	28	28	26.47
Grade 5	2498.6	2511.7	2519.8	13	23	26.76	32	30	32.39	34	24	23.94	19	23	16.90
Grade 6	2504.6	2533.6	2535.3	6	16	18.57	32	38	31.43	38	31	30.00	24	16	20.00
All Grades	N/A	N/A	N/A	15	20	22.19	27	31	25.17	32	27	28.15	26	22	24.50

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	16	14	18.28	51	59	46.24	32	26	35.48	
Grade 4	25	21	22.06	52	51	52.94	23	28	25.00	
Grade 5	16	26	19.72	54	42	53.52	30	32	26.76	
Grade 6	10	16	21.43	57	58	58.57	33	27	20.00	
All Grades	17	19	20.20	53	53	52.32	30	28	27.48	

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	29	19.35	45	51	50.54	45	20	30.11
Grade 4	27	22	23.53	50	54	45.59	23	24	30.88
Grade 5	27	26	33.80	43	45	50.70	30	29	15.49
Grade 6	10	19	26.09	56	58	49.28	35	23	24.64
All Grades	18	24	25.25	48	52	49.17	34	24	25.58

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	14	23	13.98	76	67	69.89	11	10	16.13
Grade 4	30	16	14.71	48	75	63.24	22	9	22.06
Grade 5	15	17	33.80	72	70	53.52	13	14	12.68
Grade 6	11	17	18.57	75	77	74.29	14	6	7.14
All Grades	17	18	19.87	68	72	65.56	15	10	14.57

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	12	17	25.81	61	64	50.54	27	19	23.66
Grade 4	28	26	19.12	52	56	61.76	20	18	19.12
Grade 5	27	36	35.21	54	52	50.70	19	12	14.08
Grade 6	14	31	28.57	68	59	52.86	17	9	18.57
All Grades	20	28	27.15	59	58	53.64	21	15	19.21

Conclusions based on this data:

1. 47% of our students met or exceeded ELA standards. This is an 4% decrease from last year.
2.
 - 4% of our EL's met or exceeded on ELA
 - 56% of our RFEP's met or exceeded on ELA
 - 27% of SWD scored at nearly met on ELA.
 - 3rd grade ELA decrease of 11% - from 50% to 39%.
 - 4th grade increased 7% in ELA from 40% to 47% meeting and exceeding
 - 5th grade increased 5% in ELA from 53% to 58%.
 - 6th grade had a 3% decrease in ELA from 53% to 50%
3. Overall growth needed in Reading and Writing claims.

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	93	74	69	93	73	69	93	96.1	95.8	100
Grade 4	62	68	69	60	68	68	60	68	68	96.8	100	98.6
Grade 5	68	67	71	68	66	70	68	66	70	100.0	98.5	98.6
Grade 6	63	64	70	63	64	70	63	64	70	100.0	100	100
All Grades	270	271	303	265	267	301	264	267	301	98.1	98.5	99.3

* 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	2417.7	2439.2	2448.2	14	22	24.73	19	30	30.11	41	32	23.66	26	16	21.51
Grade 4	2466.9	2471.6	2470.1	15	13	13.24	28	26	33.82	28	44	33.82	28	16	19.12
Grade 5	2505.3	2507.4	2517.9	16	21	21.43	26	21	24.29	32	26	34.29	25	32	20.00
Grade 6	2513.6	2548.0	2540.5	13	17	24.29	24	34	20.00	30	31	31.43	33	17	24.29
All Grades	N/A	N/A	N/A	14	18	21.26	24	28	27.24	33	33	30.23	28	20	21.26

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	22	36	41.94	38	33	34.41	40	30	23.66
Grade 4	35	21	22.06	33	41	44.12	32	38	33.82
Grade 5	28	30	28.57	43	27	44.29	29	42	27.14
Grade 6	22	36	34.29	37	41	32.86	41	23	32.86
All Grades	27	31	32.56	38	36	38.54	36	34	28.90

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	19	28	22.58	44	49	49.46	37	23	27.96
Grade 4	23	19	16.18	47	53	48.53	30	28	35.29
Grade 5	13	26	20.00	44	36	57.14	43	38	22.86
Grade 6	11	23	22.86	54	53	54.29	35	23	22.86
All Grades	17	24	20.60	47	48	52.16	36	28	27.24

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	15	30	35.48	62	54	47.31	23	16	17.20
Grade 4	25	21	20.59	42	56	52.94	33	24	26.47
Grade 5	13	23	15.71	60	53	68.57	26	24	15.71
Grade 6	13	16	28.57	59	63	45.71	29	22	25.71
All Grades	16	22	25.91	56	56	53.16	28	21	20.93

Conclusions based on this data:

1. 48% of our students met or exceeded Math standards.
2.
 - 4% of our EL's met or exceeded on Math
 - 63% of our RFEP's met or exceeded on Math
 - 9% of our SWD met the standard on Math.
 - 3rd grade Math increased 3% from 52% to 55%.
 - 4th grade increased 7% from 40% from 47%.
 - 5th grade had a 2% increase from 42% to 44%. (65 students out of our 70 5
 - th graders increased their scale score.)
 - 6th grade math decreased by 8% from 52% to 44%, but cohort increased from 42% to 44%
3.
 - Growth in concepts & procedures and communication reasoning. Slight drop in problem solving/modeling/data analysis.

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		***	50			25		***		
1	5	25		50	19		27	31		14	25		5		
2	6			38	45		38	41		19	9			5	
3	6			61	20		22	70		6			6	10	
4	14	25		43	42		36	17		7	17				
5	36	8		45	50		18	42							
6		20		55	60		45	10			10				
Total	9	12		48	38		31	36		8	12		3	2	

Conclusions based on this data:

1. 78% of our students made progress on CELDT.
2. 37% of our students reached proficiency on CELDT.
3. We reclassified 45 students during the 16-17 school year.

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	3		11	10		21	45		32	29		32	13	
1	4	21		46	16		29	32		17	26		4	5	
2	6			35	46		41	42		18	8			4	
3	5			60	25		20	67		10			5	8	
4	13	25		44	42		38	17		6	17				
5	36	14		43	43		21	36						7	
6		20		55	60		45	10			10				
Total	8	10		39	30		29	38		15	16		8	7	

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: Achievement For All Students
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
By the conclusion of the 2017-2018 school year we will increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Math by 3%.
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 Interim 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:
Our CAASPP baseline data for ELA is 47% meeting and exceeding. Our baseline for Math is 48% meeting and exceeding.
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
CSP Provide professional development in district/ site literacy materials. Schedule classroom observations and coaching opportunities. Cost for Subs to cover classroom teachers. Identify high quality materials needed to carry out the task. Organize and monitor Tier II and Tier III Interventions.	August 2017	Principal	Title I	1000-1999: Certificated Personnel Salaries	Title I	48939
			LCAP Additional Site Allocation	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48939
Books for classroom libraries in new classrooms opened. Research and purchase books to place in classroom libraries in order to support early literacy.	Ongoing	Principal and CSP	LCAP Additional Site Allocation	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement the California State Standards in all classrooms.</p> <p>LST, CSP, and Principal will promote and support Balanced Literacy in all grade levels by modeling read alouds and writing lessons.</p> <p>1st, 2nd, and 3rd grade will continue deploying for guided reading. Focus on Behaviors to Notice</p> <p>Adjust 3rd grade Daily Five to provide students with more practice with grade level standards.</p> <p>Research and obtain the necessary materials to support the implementation of California State Standards.</p> <p>Provide materials for small group Tier I intervention.</p>	Ongoing	Principal and CSP	LCAP Additional Site Allocation	4000-4999: Books And Supplies	LCFF - Supplemental	4420
			LCAP Additional Site Allocation	4000-4999: Books And Supplies	LCFF - Supplemental	7000
			Title I	4000-4999: Books And Supplies	Title I	4905

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP -Provide professional development in district/ site technology and math. -Schedule classroom observations and coaching opportunities. -Cost for Subs to cover classroom teachers. -Identify high quality materials needed to carry out the task. -Ensure all grade levels are doing number talks consistently. ISP to model or cover class for new teachers to observe.	August 2017	Principal	Title I	1000-1999: Certificated Personnel Salaries	Title I	29376
			LCAP Additional Site Allocation	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	68545
Provide reading interventions for all students. Renew contract with Lexia.	June 2018	Principal	LCAP One Time Money	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8000
			LCAP Intervention and Support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
Using online testing for CFA's -Purchase Standards Plus online program for assessments.	Order in October 2017 Use at least once a trimester	ISP and CSP	LCAP Additional Site Allocation	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5000
Schedule data talks with PLC's and Individuals. -Cost of roving subs to cover classrooms while teachers and PLC's meet with admin to discuss student progress.	On Going	Principal	LCAP Additional Site Allocation	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1st grade is implementing reading workshop. They will start each week with a reading mini-lesson that will guide the purpose for their Daily 5 centers. They will also have writing mini-lessons to guide the writing in Daily 5 as well. 5th grade implementing writing workshop.</p> <p>Purchase Guided Reading and Writing books.</p>	On Going	Principal	LCAP Additional Site Allocation	4000-4999: Books And Supplies	LCFF - Supplemental	450
<p>Provide enrichment opportunities for students.</p> <ul style="list-style-type: none"> • Cost of art teacher and supplies. • After school enrichment for students. <p>GATE, GAP, DANCE, ART, Tech Club, and Choir</p>	On going	Principal	LCAP Enrichment Opp K-8	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4000
			LCAP Enrichment Opp K-8	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000
Books for Library	On going	Principal	LCAP Library	4000-4999: Books And Supplies	LCFF - Supplemental	9378

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: Decrease the Achievement Gap
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. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics. Dibels Benchmark Data
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• AMAO 1 - 77.77% of our EL's made progress on the CELDT.• AMAO 2 - 36.63% reached proficiency on CELDT.• 70% of our students ended in CORE on Dibels• Our intensives decreased to 10% at the third benchmark on Dibels• 3• rd had a decrease in Core and their intensives on Dibels• 15% or 89 students received Tier II intervention, 30% or 27 students of the 89 returned to core.
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
Provide Orton Gillingham Professional Development for two new teachers. Cost to register teachers.	Spring 2018	CSP	LCAP Additional Site Allocation	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
The cost of 2 Intervention Teachers. Meet with Intervention Team to discuss and identify students needing Tier II interventions. Identify the research based program that will be utilized to meet the needs of students in Tier II.	4 times a week from Sept. -June	Principal	Title I	1000-1999: Certificated Personnel Salaries	Title I	46000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Meet the needs of student requiring intervention. Develop an intensive school-wide intervention program that meets the needs of English Learners and students below grade level.</p> <p>-Identify the research based program that will be utilized to meet the needs of students in Tier II.</p> <p>-Purchase supplemental resources to support EL students.</p> <p>-Purchase materials and supplies needed for Tier I and Tier II interventions</p> <p>-Math Intervention after school and home work lab. Ongoing Math Facts SMART goals. After school Math Intervention starting after Form B math facts.</p>	Weekly	Principal and CSP	LCAP Intervention and Support	4000-4999: Books And Supplies	LCFF - Supplemental	2311
			LCAP Intervention and Support	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			LCAP Intervention and Support	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			LCAP Intervention and Support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue with ILP planning day utilizing Ellevation. Including CSP, ISP, LST, Principal, classroom teacher, ELD teachers, and students in the meeting.</p> <p>Cost of roving sub</p>	On Going	CSP	LCAP Additional Site Allocation	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	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: Safe School Environment
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:
Provide a safe environment for all students where students want to attend on a daily basis. Follow the Positive Behavior Champions model to change the school culture.
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:
<ul style="list-style-type: none">• 97% Attendance for the year.• Our lowest month was January with 94.87%.• Our highest scores on our parent survey was in overall school quality at 95%, maintaining buildings and grounds at 96 %, and promoting positive behavior and character at 92%.• Our lowest score on our parent survey was in the area of addressing harassment and bullying at 82.5%.
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
New Items for P.A.W.S. student store and for WILDCAT GOLD.	On going	Principal and CSP	LCAP PBIS	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000

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 Distric 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)
Title I	129220	0.00
LCFF - Supplemental	177543	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	177,543.00
Title I	129,220.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	255,799.00
4000-4999: Books And Supplies	31,464.00
5000-5999: Services And Other Operating Expenditures	18,500.00
5800: Professional/Consulting Services And Operating	1,000.00

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	131,484.00
4000-4999: Books And Supplies	LCFF - Supplemental	26,559.00
5000-5999: Services And Other Operating	LCFF - Supplemental	18,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	124,315.00
4000-4999: Books And Supplies	Title I	4,905.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	248,952.00
Goal 2	56,811.00
Goal 3	1,000.00

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
Nichole Rosales	X				
Beu Her			X		
Tyler Yost		X			
Ricky Lee		X			
Dana Moritz		X			
Brandon Vang				X	
Susan Her				X	
Natalie Beck				X	
Alexander Chavez				X	
Melanie Hulse				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 10/18/16.

Attested:

Nichole Rosales

Typed Name of School Principal

Signature of School Principal

Date

Alexander Chavez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date