

The Single Plan for Student Achievement

School: Gateway Elementary School
CDS Code: 15-73742-6110712
District: Sierra Sands Unified School District
Principal: Lisa Decker
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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

Gateway Elementary School's Vision and Mission Statements

VISION

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

MISSION

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school, community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best "self".

School Profile

Gateway Elementary School opened in August 1992 and currently has 444 students. There are three SDC preschool classes along with two, 2nd through 5th grade SDC classes. Gateway School has a school counselor two days a week. We have Student Support Teams which provide an opportunity for teachers and parents to examine resources available to students and families. Working with the teacher and family, the team develops a plan of assistance in meeting both academic and social needs. Gateway School has limited access to a district nurse and a full time speech therapist. District psychologists are available to conduct testing on a referral basis if preliminary screening warrants it.

Gateway Elementary School has teacher leaders and classified support staff who instill positive attitudes and values to students and provide critical skills that enable them to be responsible citizens. Gateway School is proud of its collaborative leadership that has been the basis of decision making. The staff utilizes a problem-solving model for decision making in all aspects of planning and organization of the school. This process is utilized in developing and refining the discipline policies, disaster plans, technology plans, and other school improvement efforts. The team is dedicated to the idea that the education of our students involves the interaction of all others and works jointly with parents and the larger school community. The organizational structure includes a school site council of 10 members, an English Language Advisory Council, and a PTO board. These three groups provide the major input into Gateway's programs and areas related to the school. Parents and other members of the community are encouraged to become

involved with a variety of school activities including Back-to-School Night, Open House, parent-teacher conference days, and assemblies. The School Site Council plays an advisory role in planning the school's improvement program. The PTO organizes many activities and supports the mission of the school. Community groups play an active role in supporting the school. Many community resources provide the school with special help. The school benefits regularly from activities provided by the Kiwanis Club, Maturango Museum docents, and the Indian Wells Valley Concert Association. Parents assist with Gator Day activities provided to students to acknowledge excellent behavior and attendance. Parent volunteers assist with Junior Olympics and participate in the annual Walk-A-Thon. In addition, many classroom volunteers help classroom teachers. These groups work together to assist school leadership and staff in providing additional activities and support for the school.

The staff at Gateway Elementary School continues to provide the best educational opportunities possible for all of its students and feels the most important learning activities take place in the classroom. To provide excellent classroom instruction, teachers set high expectations, both academically and behaviorally. Universal expectations are posted in each classroom stating expected behaviors. There are also expectations posted in the library, restrooms, cafeteria and office. Each teacher has established a parent communication plan. The school has a Parent-Student folder which contains not only general school information but also playground standards and behavior. Noon duty supervisors are provided with classroom rules and game rules as well. The purpose of these rules and regulations is to assure that students have the opportunity to obtain an excellent education. Students are not only accountable for behavior but for rigorous classroom expectations in each subject area. Teachers work together at grade level to set a standard of achievement. Each teacher and parent has copies of the District's learning expectations for each grade level. Classroom teachers follow the district-adopted curriculum and utilize the district-adopted textbooks and materials. All students in K-5 are administered district benchmark assessments.

Gateway students and staff participate in numerous opportunities for rewards and incentives for behavior. In addition to each classroom teacher providing periodic reports to parents on behavior, each month students participate in Gator Day activities to celebrate their excellent behavior and attendance. Students also receive recognition for participation in the Kiwanis Walk-A-Thon, the Presidential Academic Fitness Program, Presidential Academic Awards, and Junior Olympics at both the site and city levels, and the school basketball program. Monthly award assemblies recognize students for academic achievement and excellent behavior. Third through fifth grade students are recognized each trimester with Kevin McCarthy Awards, Gateway was recognized last spring as a Gold Ribbon and Title I Achieving School.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

Each spring parents are asked to complete a satisfaction survey. Last year only two families completed the electronic survey so limited data was collected. The survey was available at Open House in May but a log in error prevented families from accessing it correctly.

Classroom Observations

There are formal observations done for all certificated teachers. Unscheduled walk-throughs are conducted for all teachers. Teachers set annual goals and develop professional development plans for themselves. Teachers are provided with continual feedback and given guidance if areas of improvement are noted. Peer mentors are available if necessary. Teachers are implementing common core standards so shifts in instruction and lesson delivery are being made.

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts (SBAC, CELDT, benchmarks) are reviewed to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction, then plan interventions.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs. This year a new ELA adoption is being considered that will address the Common Core Standards much more effectively.

A new K-5 math adoption was purchased for 2013-14 to enable staff to address Common Core Standards.

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

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

The staff repeated the Academic Program Survey (APS) this fall to analyze current curriculum and instruction since a new K-5 ELA adoption was purchased for 2011-12 and a new math adoption in 2013-14 in response to ever increasing accountability targets, data analysis results, and staff input. The ELA adoption and math adoption better meet the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

Staffing and Professional Development

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

Two teachers are not highly qualified. One paraprofessional is not highly qualified.

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

Two teachers are not credentialed. These teachers are provided with peer coaches and they also attend the district professional development training provided three times a year. New teachers are also provided with a grade level mentor.

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

Staff development is based on district initiatives, individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Gateway school's staff development will be in Common Core Standards and the shifts needed in instructional delivery and student responses especially in math, along with formative assessments. We also will provide training in whole brain teaching and learning to address the changing needs of students. Technology integration will also be a focus. Our primary teachers will be receiving Orton Gillingham training to ensure quality first instruction in language arts. All teachers will be provided Step Up to Writing training to ensure quality direct instruction in the writing process.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA and math coaches, technology coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, Google, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. We also have a part-time Project Teacher who works with small groups of students in ELA and math 2 and a half days a week.

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

Our teachers have professional learning community meetings most Wednesday mornings during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Teachers have attended training to learn to analyze data and design intervention strategies. Three times a year district grade level collaborations are used to address modifying benchmarks, creating CCSS aligned lessons, and other relevant issues associated with the transition to Common Core.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core Standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and math to more closely address identified needs and match the new adoptions. Report cards have also been adjusted. Math and ELA pacing guides are being revised to align with the Common Core Standards.

Our school gives three trimester benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA and math adoptions (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

All students have access to standards-based instructional materials in all core subject areas.

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)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Staff has been trained in Common Core State Standards. ELA and math SBE approved materials are implemented with fidelity to ensure mastery of standards.

Parental Involvement

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

District, community, family, and school resources available to assist underachieving students:

- District Nurse, School Psychologist, Librarian
- Resource Teachers: Special Education
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- School Attendance Review Board (SARB)
- School Counselor
- Translator
- School Resource Officer
- Academic Intervention Classes
- Part time Title I Teacher
- Computer Paraprofessional
- Others (i.e. Family Resource Center, service groups, partnerships, PTO, after school clubs)

Our school communicates with parents through:

- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings

- PTO
- School Newsletter
- School web page
- Parent Square
- Other resources: Marquee

Our School Site Council meets state requirements for parity and consists of (number):

- __1__ Principal
- __3__ Classroom teachers
- __1__ Other staff
- __5__ Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

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)

The School Site Council, including an equal representation of parents and staff, analyzes data including the annual parent survey, budget expenditures, parent involvement and makes educational decisions to ensure the students are meeting content standards. They also evaluate the educational program for its effectiveness at least annually.

Funding

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

Categorical services focused on the under-performing students at this school include after school intervention and Title I services, including a part-time projects teacher and a computer paraprofessional. Teachers work with struggling students to set goals, check progress and celebrate successes. Translation services (Spanish) are provided as a centralized service. This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and small group sessions focusing on improving behavior.

18. Fiscal support (EPC)

Fiscal support is provided by the district, reflected in the action items, and allocated to the site based on enrollment and need.

Description of Barriers and Related School Goals

The ongoing funding cuts make it critical to use the funding received in the most effective way possible. To ensure children are ready to learn, we offer a second breakfast at the morning recess break for students. We have also increased our mental health care by increasing the number of days we have a counselor with the help of district support. To educate parents and provide information, monthly family nights are held, including technology, to share helpful educational sites that can be accessed at home. To assist students not meeting math standards, a before and after school intervention was added four days a week in the computer lab. The district math project teacher is also providing assistance to teachers to ensure quality first instruction. A lack of keyboarding skills hinders students success while completing tests, so the computer paraprofessional has added keyboarding skills to her schedule for all students. The current math adoption does not include enough real world application, so teachers are supplementing with project based learning activities. Supporting the needs of our English Learners is being addressed through the use of district project teachers modeling lessons for teachers.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	71	58	67	57	67	57	94.4	98.3
Grade 4	75	68	73	68	71	68	97.3	100
Grade 5	73	76	71	74	70	74	97.3	97.4
All Grades	219	202	211	199	208	199	96.3	98.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2411.3	2395.2	21	14	21	11	28	32	30	44
Grade 4	2463.9	2456.6	25	18	26	31	15	21	32	31
Grade 5	2470.0	2492.2	6	23	34	23	18	20	41	34
All Grades	N/A	N/A	17	19	27	22	20	24	34	36

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	14	46	42	34	44
Grade 4	30	24	35	50	35	26
Grade 5	10	22	49	43	41	35
All Grades	20	20	43	45	37	35

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	9	51	54	37	37
Grade 4	23	18	49	56	28	26
Grade 5	16	30	47	38	37	32
All Grades	17	20	49	49	34	32

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	14	61	70	19	16
Grade 4	18	15	58	69	24	16
Grade 5	14	19	59	58	27	23
All Grades	17	16	59	65	24	19

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	14	61	70	19	16
Grade 4	18	15	58	69	24	16
Grade 5	14	19	59	58	27	23
All Grades	17	16	59	65	24	19

1. Targeted interventions are needed in 3rd-5th grade, especially those at or near standard in reading to demonstrate understanding of literary and nonfiction text.
2. Targeted interventions are needed in 3rd-5th grade, especially those at or near standard to demonstrate clear and purposeful writing.
3. English language arts scores were higher than math, so less intervention will be offered in ELA than math.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	71	58	68	58	68	58	95.8	100
Grade 4	75	68	71	68	70	68	94.7	100
Grade 5	73	76	71	74	70	74	97.3	97.4
All Grades	219	202	210	200	208	200	95.9	99

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2413.4	2385.9	10	3	29	19	34	24	26	53
Grade 4	2458.6	2462.8	15	13	24	22	32	46	27	19
Grade 5	2470.9	2487.6	8	16	17	18	35	32	38	34
All Grades	N/A	N/A	11	12	23	20	34	35	30	35

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	9	43	36	38	55
Grade 4	24	19	33	43	43	38
Grade 5	19	20	30	35	51	45
All Grades	21	17	35	38	44	46

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	7	43	41	34	52
Grade 4	16	19	50	46	34	35
Grade 5	7	16	50	49	43	35
All Grades	15	15	48	46	37	40

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	5	65	52	19	43
Grade 4	20	22	43	38	37	40
Grade 5	9	19	41	38	50	43
All Grades	15	16	50	42	36	42

Conclusions based on this data:

1. Targeted interventions are needed in 3rd-5th grade, especially those below standard for applying mathematical concepts and procedures.
2. Instruction methods in 3rd-5th grade, especially those at or near standard in math need to include more application to real world situations.
3. Students in 3rd-5th grade, especially those at, near or below standard need increased opportunities to justify mathematical conclusions.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		0	***		0	***		***	***		0	***		0	***
1		0	17		***	50	67	***	33	33	0			0	0
2	40	0	***	20	43	***	40	57	***		0	***		0	***
3		0	0		0	33	50	***	67	25	0	0	25	0	0
4		0	0		20	0	***	40	50		20	25		20	25
5		0	***		***	***	***	***	***		0	***		0	***
Total	13		9	6	32	36	53	58	41	20	5	9	6	5	5

Conclusions based on this data:

1. It was observed that 45% of our first through fifth grade EL students are performing at an early advanced or advanced level. However, they cannot be re-designated fluent until fourth grade.
2. It was observed that 100% of the fourth grade EL students are performing at an intermediate or lower level. Therefore, targeted language intervention should be offered.
3. The 30 minutes of designated instruction needs to be delivered by CELDT levels and not by grade levels.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				***		14		29	29	***	71	29	***		29
1			13	14	50	38	57	50	25	29					25
2	40		25	20	50	25	40	50	25			25			
3						29	50	***	57	25			25	***	14
4					20		***	40	50		20	25		20	25
5					***	***	***	***							
Total	10		6	14	29	28	48	43	34	19	21	13	10	7	19

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	17	19	22
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	17	19	22
Number Met	--	10	15
Percent Met	--	52.6%	68.2%
NCLB Target	59.0	60.5	62.0%
Met Target	--	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	16	2	23	2	27	2
Number Met	--	--	6	--	9	--
Percent Met	--	--	26.1%	--	33.3%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.
3. AMAO 1 and 2 targets were exceeded.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	307	352
Percent with Prior Year Data	100.0		100
Number in Cohort	306	307	352
Number Met	178	164	221
Percent Met	58.2	53.4	62.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	213	146	225	144	238	158
Number Met	42	69	49	54	69	77
Percent Met	19.7	47.3	21.8	37.5	29	48.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1. Based upon the data for 2015-2016, the district met AMAO 1 for annual growth and AMAO 2 for attaining English Proficiency for students with less than 5 years of instruction but not more than 5 years. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2015-2016, the district did meet AMAO 1 for annual growth and AMAO 2 for attaining English Proficiency for students with less than 5 years of instruction but not more than 5 years. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: LEAP # 1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Implement ELA and Math CCSS using Treasures and Go Math. Provide staff professional development to fully implement CCSS
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2017 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	August to May	District Coaches Principal Staff	Attend grade level collaborations			
Adopt/Purchase Common Core instructional materials	August to May	District				
Develop and implement Common Core common assessments	September to May	District Coaches Principal Staff	Attend district and site grade level collaborations			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	September to May	Principal Staff				
Identify and roll out resources and technological tools as needed	September to May	Principal Staff	IXL Math and Language (2 yrs)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	8460
			Math Seeds (2 yrs)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3150
			Reading Eggs (3 yrs)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	8100
			Big Brainz (math fluency)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000
			Read Naturally	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
Provide technology training/coaching support	August to May	District Coaches	Provide training on benchmarks, electronic grade book			
Provide supplemental resources to enhance instruction of common core standards	August to May	principal	Flocabulary	5000-5999: Services And Other Operating Expenditures	General Unrestricted	839
			Scholastic News 1st-5th	4000-4999: Books And Supplies	Title I Part A: Allocation	2500
			Additional supplemental common core aligned materials (i.e. Standards Plus)	4000-4999: Books And Supplies	Title I Part A: Allocation	8000
			Supplemental materials for SDC classes to modify CCSS (i.e. Triumphs workbooks)	4000-4999: Books And Supplies	Title I Part A: Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff opportunities to attend conferences on CCSS and instructional strategies (Orton Gillingham, CA Math Council, Guided Math etc.)	October-May	Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	700
			Conference Fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10000
			Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2500
Orton Gillingham Training 5 teachers	January-May	Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1800
			Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	525
Step Up to Writing Training 15 teachers	January-May	Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000
			Materials	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5385
Whole Brain Teacher Workshop	January-May	Staff	Presenter Fee	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2016 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 42% of 3rd grade students, 51% of 4th grade students, and 55% of 5th grade students met or exceeded standards. In math, district wide, 42% of 3rd grade students, 40% of 4th grade students, and 34% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide targeted intervention to at risk students	September-May	Project Teacher	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	44,654
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	14,738.17
			Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer paraprofessional will provide targeted intervention to at risk students	September -May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
			Supplies	4000-4999: Books And Supplies		500.00
Computer Paraprofessional will provide additional intervention based on data analysis	October-May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
Provide After School Intervention	October-May	Staff	Salary	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
			Benefits	3000-3999: Employee Benefits	Intervention (BS/AS)	500
			Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	600
Student Support Team Meetings for students not meeting standards	September-May	staff	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1800
			Benefits	3000-3999: Employee Benefits	General Unrestricted	200
Implement CCSS assessment tools to properly place student in intervention groups	September-May	staff	Assessment tools (i.e. ESGI, Ren 360)	5000-5999: Services And Other Operating Expenditures	District Funded	
Provide students with instructional aids and supports	September-May	staff	Alternate Seating	4000-4999: Books And Supplies	General Unrestricted	3000
			Fidget items (Velcro Strips)	4000-4999: Books And Supplies	General Unrestricted	500
			Bouncy Bands	4000-4999: Books And Supplies	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide kindergarten classes with Instructional Support (3 hours/day, 5 days/wk)	January-May	staff	Title I Paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6534.53
				3000-3999: Employee Benefits	Title I Part A: Allocation	1476.96
Provide preschool students with curriculum for handwriting, math and literacy	October to May	staff	Inservice	5000-5999: Services And Other Operating Expenditures	Special Education	1050
			Substitutes	1000-1999: Certificated Personnel Salaries	Special Education	
				3000-3999: Employee Benefits	Special Education	
		Work shop Materials	4000-4999: Books And Supplies	Special Education	900	
Supplemental ELA Materials	October-May	staff	Orton Gillingham Readers	4000-4999: Books And Supplies	Title I Part A: Allocation	3500

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: LEAP # 4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. Work with custodians and maintenance to keep our campus clean and well-maintained. Update safety plan and equipment.
Data Used to Form this Goal:
Spring 2016 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August to May	Principal	Notify district if staffing changes			
Provide snacks for each classroom in case of lock down.	October	PTO	Purchase nonperishable snacks	None Specified	Parent Teacher Association	350
Provide custodial supplies	August to May	Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	8000
Support use of technology such as Eno Boards, printers etc.	August to May	Principal Technology Dept.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with access to instructional materials	August to May	Principal Office Manager	Ink/Toner	4000-4999: Books And Supplies	General Unrestricted	6500
			Paper	4000-4999: Books And Supplies	General Unrestricted	6500
			Supplies	4000-4999: Books And Supplies	General Unrestricted	5000
			Printshop	5000-5999: Services And Other Operating Expenditures	General Unrestricted	3000
			Supplies	None Specified	Parent Teacher Association	2900
Provide computer lab with support materials	August to May	Principal Office Manager	Headphones	4000-4999: Books And Supplies	General Unrestricted	500
			Supplies	None Specified	Parent Teacher Association	200
Provide library with books and support materials	August to May	Librarian	Books	4000-4999: Books And Supplies	General Unrestricted	1000
			Supplies	4000-4999: Books And Supplies	General Unrestricted	500

Planned Improvements in Student Performance

School Goal #4

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August to May	Principal Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement strategies to improve school connectedness	August to May	Principal Staff	Gator Day	None Specified	Parent Teacher Association	450
			Battle of the Books	None Specified	Parent Teacher Association	95
			Junior Olympics	None Specified	Parent Teacher Association	300
			Chess Club	None Specified	Parent Teacher Association	600
			Assemblies	None Specified	Parent Teacher Association	2000
Implement PBIS	August to May	Principal Staff	Purchase student recognition awards	4000-4999: Books And Supplies	General Unrestricted	1000
			Multiplication medals	4000-4999: Books And Supplies	Title I Part A: Allocation	307
			K-5 student recognition for increasing benchmark performance from trimester one to two and trimester two to three	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
Counselor provides social skills, conflict resolution, and bully prevention strategies	August to May	Counselor	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
			Supplies	4000-4999: Books And Supplies	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement and Communication	August to May	Principal Staff	Communication Folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1499
			Monthly Newsletter	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	310
			Family Nights	4000-4999: Books And Supplies	Title I Part A: Allocation	1254
			4th and 5th grade planners	4000-4999: Books And Supplies	Title I Part A: Allocation	400
			Calendar Magnets	4000-4999: Books And Supplies	Title I Part A: Allocation	500

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: LEAP # 2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT).
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2015-16 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2015-16 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016-17: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September to May	District Coaches	ELD instructional model training substitutes	None Specified 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded Title I Part A: Allocation Title I Part A: Allocation	1500 300
Create and implement school ELD plan	October to May	Principal Staff	Create ELD instructional plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Materials	September-May	Staff	ELD Support materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1080.34
			Chart paper, markers, correcting tape	4000-4999: Books And Supplies	Title I Part A: Allocation	1500

Planned Improvements in Student Performance

School Goal #6

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 GOAL:
SCHOOL GOAL #6:
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

Planned Improvements in Student Performance

School Goal #7

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 GOAL:
SCHOOL GOAL #7:
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 Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2016-17	T. Switzer J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10525.51
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	3642.95

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	39,339.00	0.00
Title I Part A: Allocation	159,465.00	0.00
Title I Part A: Parent Involvement	1,809.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	39,339.00
Intervention (BS/AS)	5,000.00
Parent Teacher Association	6,895.00
Special Education	1,950.00
Title I Part A: Allocation	159,465.00
Title I Part A: Parent Involvement	1,809.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	14,168.46

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	74,639.00
2000-2999: Classified Personnel Salaries	6,534.53
3000-3999: Employee Benefits	18,515.13
4000-4999: Books And Supplies	62,775.34
5000-5999: Services And Other Operating Expenditures	45,599.00
None Specified	6,895.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies		500.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	1,800.00
3000-3999: Employee Benefits	General Unrestricted	200.00
4000-4999: Books And Supplies	General Unrestricted	33,500.00
5000-5999: Services And Other Operating	General Unrestricted	3,839.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
None Specified	Parent Teacher Association	6,895.00
4000-4999: Books And Supplies	Special Education	900.00
5000-5999: Services And Other Operating	Special Education	1,050.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	68,339.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,534.53
3000-3999: Employee Benefits	Title I Part A: Allocation	17,815.13
4000-4999: Books And Supplies	Title I Part A: Allocation	26,066.34
5000-5999: Services And Other Operating	Title I Part A: Allocation	40,710.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,809.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,459.00
Goal 2	90,453.66
Goal 3	34,450.00
Goal 4	11,215.00
Goal 5	4,380.34

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
Lisa Decker	X				
Sandi King			X		
Cheryl Eldred		X			
Debra Martin		X			
Dorolyn Groshens		X			
Jaime Rios				X	
Ginger Haskins				X	
Darreld Silas				X	
Angie Reynolds				X	
Rachel Kimbler				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 7, 2016.

Attested:

Lisa Decker
Typed Name of School Principal

Lisa Decker 11-7-16
Signature of School Principal Date

Rachel Kimbler
Typed Name of SSC Chairperson

Rachel Kimbler 11-7-16
Signature of SSC Chairperson Date