

The Single Plan for Student Achievement

School: Faller Elementary School
CDS Code: 15-73742-6009633
District: Sierra Sands Unified School District
Principal: Melissa Christman
Revision Date:

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

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

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
Title III Accountability (School Data)	16
Title III Accountability (District Data).....	17
Planned Improvements in Student Performance	18
School Goal #1.....	18
School Goal #2.....	23
School Goal #3.....	26
School Goal #4.....	28
School Goal #5.....	31
School Goal #6.....	33
School Goal #7.....	34
Centralized Services for Planned Improvements in Student Performance	35
Summary of Expenditures in this Plan.....	36
Total Allocations and Expenditures by Funding Source	36
Total Centralized Services Expenditures by Funding Source	37
Total Expenditures by Object Type.....	38
Total Expenditures by Object Type and Funding Source.....	39
Total Expenditures by Goal	40
School Site Council Membership.....	41
Recommendations and Assurances.....	42

School Vision and Mission

Faller Elementary School's Vision and Mission Statements

VISION

Theodore H. Faller Elementary School is committed to having every child, parent, teacher, staff member, and community member be a learner and a leader. The entire Faller School community (including students, family, staff, and community members) assumes responsibility for each student's academic and personal success and for creating a safe, nurturing environment that permeates the entire culture of the school.

REVISED AND APPROVED BY SCHOOL SITE COUNCIL 11-10-16 REAFFIRMED BY SITE COUNCIL YEARLY.

MISSION

The following core values that reflect the vision for our school will permeate the decisions made at our campus. All members of the Faller community will be learners and leaders by:

- BECOMING RESPECTFUL, TRUSTWORTHY, FAIR AND CARING CITIZENS – by showing respect for ourselves, the Faller community, for others and the world in which we live.
- BUILDING SELF-DIRECTED AND RESPONSIBLE LEARNERS- by demonstrating daily commitment to learning. Individuals who achieve this will: think critically, value the process as well as the products of learning, and be willing to question, explore, and take responsibility for their learning.
- DEVELOPING SELF-CONFIDENT RISK TAKERS – by having confidence and courage to meet challenges, to learn from mistakes, and to try again.
- CREATING LIFE-LONG READERS AND LEARNERS – by ensuring all students become literate, communicate clearly and are proficient in all subject areas.
- PROVIDING EXPERIENCES FOR PROBLEM SOLVERS – through technology and opportunities to explore, create, and apply learning to new situations.

All members of the Faller community are committed to working towards meeting these objectives. These objectives represent our core values because they will guide everything we do in the school.

School Profile

Theodore H. Faller Elementary School, a 2016 Gold Ribbon and Title 1 Academic Achievement School, is located in the Indian Wells Valley city of Ridgecrest, with a population of approximately 30,000. Faller School is one of six elementary schools within the Sierra Sands Unified School District and currently has a population of 433 students in transitional Kindergartners to fifth grade. The October 2016 CBEDS Profile for Faller School indicates the following ethnic distribution: 49.3% white, 32% Hispanic, 7.4% African-American, 3.9% American Indian, 3.9 Filipino, 1.2% Asian, 1.2% Pacific Islanders, and 1.1% multiple ethnicities or did not respond. Of those students, 63% percent are socioeconomically disadvantaged, 13% percent English language learners and 6% students with disabilities.

Faller School's positive learning environment includes 17 classroom teachers and one resource specialist who are all highly qualified. Our classified personnel, including our custodians, office personnel, and media assistants, total 6. We also have a full-time school counselor, an intervention paraprofessional, a speech therapist and interpreter. Kindergarten through third-grade classrooms averages 24 students. Enrollment in fourth and fifth grades is capped at 32 students per classroom.

Our preschool opened in October 2009 and services 48 preschoolers in two half-day programs. Our After School Program opened in March of 2007 and has evolved into an award-winning, quality program that provides academic enrichment and a safe constructive alternative for our students base on the STEM (Science, Technology, Engineering ,Math) curriculum. Approximately 100 students participate each school year. It is supervised by a site supervisor and a staff of 5. We also offer a range of programs, clubs, and activities before and after school.

Faller provides a balanced, comprehensive, integrated core curriculum including California Common Core Standards striving to meet the needs of all students at each grade level. The staff believes that "Every Child Learns and All Children Come First". Children learn most effectively when their academic, physical, emotional, and social needs are met. The Character Counts program is embedded throughout our award-winning, positive campus.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

Faller School is a school-wide Title 1 elementary school. We utilize an annual Title 1 Parent Survey in the spring as required for a Title 1 school. The one-page survey is comprised of questions regarding parental feedback on school culture, parent/community involvement, home/school communication, standards & assessment, and teaching & learning. The findings are reviewed by our site council and shared with staff. Our latest survey, given in March 2016, yielded a 83% parent response. It is found that overall parents strongly agree our school culture, home school connection, standards and assessment and teaching and learning are extremely effective. Ninety-four percent of our parents believe their student is getting a good education at Faller and ninety-nine percent believe parents are fully informed about their child's academic progress.

The Academic Program Survey (APS) was also completed with input from staff in order to identify areas of growth in instruction and professional development needs.

Teachers are surveyed several times a year on current issues or practices at Faller through google forms or the SurveyMonkey website.

Classroom Observations

Tenured teachers will now be evaluated every five years. Non-tenured teachers, probationary status, are evaluated every year. Teachers received one to four formal observations and numerous unscheduled visits throughout the year. Findings show teachers implementing the adopted curriculum, using assessments to make instructional decisions, and providing a safe, nurturing environment for learning.

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 (State Assessments-when available, CELDT, benchmarks) are reviewed at the beginning of the school year to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Common Core 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 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 district grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student performance is regularly reviewed during grade level FAME collaboration time, Late Start Wednesdays and Student

Assistance Team (SAT) meetings. Data results and student achievement are discussed during collaboration time with the focus on student learning. Teachers are able to discuss each student and modify instruction to improve student achievement. Teachers are collaborating in Professional Learning Communities by reviewing essential standards in both ELA and Math, identifying formative assessments and reviewing data. Students categorized in essential subgroups are also closely monitored for adequate growth throughout the school year.

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

Benchmarks and formative assessments are administered and reviewed on a weekly to trimester basis. Based on this information, intervention groups are created for all performance bands. Interventions are reviewed on a weekly to a monthly basis to determine effectiveness which drives decision making for future groupings.

Staffing and Professional Development

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

All Faller staff are highly qualified (ESEA).

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

Teachers are provided SBE-adopted curriculum training in both ELA and math.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Faller School's staff development has been predominantly in the area of English Language Arts, Mathematics, Closing the Achievement Gap, Professional Learning Communities (PLC), Response to Intervention (RTI), Character Counts, Student Engagement and Motivation and Technology. The following trainings have been recently offered: Treasures ELA, Go Math, Character Counts, Kindergarten Curriculum, PLC Summit and Illuminate. Most of our teachers have been trained in Professional Learning Communities (PLC).

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, ELD Teacher Coordinators, Special Education Program Support Teachers, and two Title 1 Resource Teachers. They support site teachers by assisting in reading instruction, observing, offering model lessons, and providing feedback on best practices. Support staff also provides professional development in teaching strategies and assist with classroom assessments, benchmark testing, report cards, ELD strategies, and technology. In addition, trainings and staff professional development days are used to train in topics such as benchmark tests and analysis of teaching strategies in order to assist teachers in planning instruction.

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

Our teachers have district grade level meetings three times a year during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Teachers meet every week on Late Start Wednesdays in Professional Learning Communities. Teachers also meet in collaboration twice a month with the principal and their specific grade level. A teacher at each grade level is on the school leadership team and meet with the principal every month reviewing school practices, policies and procedures as well as how best to lead their grade level team.

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, California common core standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Professional Learning Communities collaborate together using data from the benchmark assessments, school wide computer based assessments (ESGI, Early Literacy, Accelerated Reading, Accelerated Math, Moby Max), and teacher formative assessments to analyze student performance and adjust instruction accordingly. SBAC assessment data for the 2015-2016 has been reviewed to determine the needs of our students.

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. The teachers adhere to the protected time for ELA: kindergarten 60 minutes grades 1-3 150 minutes and grades 4-5 120 minutes and in Math: kindergarten 30 minutes, grades 1-5 60 minutes.

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 have been developed in ELA and math to align with the Common Core Standards using the current adopted curriculum.

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

All standards-based instructional materials are available to all student groups.

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 this document. 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 using the embedded intervention and re-teach materials. During reading, math and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet at grade-level and Professional Learning Committee 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 Assistant Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Best researched-based educational practices utilized include: UNRAAVEL, Rick Marzano's 10 Best Instructional Strategies, CELL/ExCELL, Step Up to Writing, Accelerated Reading and Math, Moby Max, other software, as well as differentiated instruction. 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
- Resource Teacher/Title 1
- Instructional aides -2
- Translator
- Parent volunteers
- School Attendance Review Board (SARB)
- Intervention- before, during and after school
- ASES- After School Program
- State Preschool
- Counselor- full time provided through ESSC grant
- College Community Health

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- School Newsletter/information through automated phone system and internet
- Parent Square
- Class Dojo
- Teacher newsletters

Our School Site Council (SSC) 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's 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. The annual Title I parent survey results, which is an evaluation of our program, is reviewed by the SSC and staff.

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 analyzes data including parent survey and budget expenditures, parent involvement and makes educational decisions to ensure students are meeting content standards. They evaluate educational programs for effectiveness at least annually.

Funding

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

Categorical services focused on the underperforming students at this school include paraprofessional support, strategy groups, during and after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of supplemental materials and to support academic intervention.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Our counselor provides support through individual, small group and whole group lessons.

18. Fiscal support (EPC)

Currently, the state has transitioned to funding of educational services through the LCFF. The district provides general funding in addition to categorical funding. Faller will receive funding from the ESSC and the MCASP federal grants.

Description of Barriers and Related School Goals

At Faller, we strive to address barriers to student learning and work towards minimizing the effects these barriers have on our students. Challenges outside our school such as home environments, homelessness and lack of basic necessities and health care cause some of our students to come to school as intentional non learners or display negative behaviors. There is a discrepancy in digital literacy skills in our students that do not have the same level of exposure to technology within the home environment. We address the environmental behaviors and issues through a full time counselor, universal expectations, behavior modifications, the Character Counts recognition programs, awards assemblies, and daily announcements of character. We bridge the gap of digital literacy skills through a focus on technology use in the classroom and computer lab.

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	64	70	64	70	64	70	100.0	100
Grade 4	71	65	67	64	67	64	94.4	98.5
Grade 5	72	64	71	64	71	64	98.6	100
All Grades	207	199	202	198	202	198	97.6	99.5

* 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	2391.1	2403.0	11	16	17	14	34	36	38	34
Grade 4	2427.2	2447.1	6	13	24	19	28	34	42	34
Grade 5	2492.7	2493.3	14	14	34	38	24	20	28	28
All Grades	N/A	N/A	10	14	25	23	29	30	36	32

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	13	14	45	56	42	30
Grade 4	12	13	42	56	46	31
Grade 5	20	25	44	48	37	27
All Grades	15	17	44	54	42	29

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	8	11	52	51	41	37
Grade 4	6	8	60	70	34	22
Grade 5	21	19	46	48	32	33
All Grades	12	13	52	57	36	31

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	8	7	72	70	20	23
Grade 4	12	14	66	69	22	17
Grade 5	15	16	65	70	20	14
All Grades	12	12	67	70	21	18

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	13	14	45	56	42	30
Grade 4	12	13	42	56	46	31
Grade 5	20	25	44	48	37	27
All Grades	15	17	44	54	42	29

1. All grade levels, 3rd through 5th, demonstrated 2-4% growth.
2. Areas of strength are listening in all grade levels 4th and 5th and investigating, analyzing and presenting information in 5th.
3. Areas of need are demonstrating understanding of literary and non-fiction text in grades 3-5 and producing clear and purposeful writing in 3rd and 5th grades.

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	64	70	64	70	64	70	100.0	100
Grade 4	71	65	68	64	68	64	95.8	98.5
Grade 5	72	64	71	64	71	64	98.6	100
All Grades	207	199	203	198	203	198	98.1	99.5

* 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	2425.1	2411.0	11	11	23	29	45	33	20	27
Grade 4	2448.1	2455.9	7	8	26	25	32	41	34	27
Grade 5	2487.7	2480.9	13	11	13	14	37	34	38	41
All Grades	N/A	N/A	10	10	21	23	38	36	31	31

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	22	20	50	39	28	41	
Grade 4	18	19	32	31	50	50	
Grade 5	18	16	30	31	52	53	
All Grades	19	18	37	34	44	48	

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	22	14	48	51	30	34
Grade 4	10	13	53	55	37	33
Grade 5	13	16	48	41	39	44
All Grades	15	14	50	49	35	37

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	17	23	61	51	22	26
Grade 4	6	13	56	52	38	36
Grade 5	13	11	46	47	41	42
All Grades	12	16	54	50	34	34

Conclusions based on this data:

1. Third grade demonstrated 6% growth overall in math achievement.
2. The number of students exceeding standards in problem solving and modeling/data analysis increased in grades 4 and 5. The number of students exceeding standards in communicating reasoning increased in grades 3 and 4.
3. Applying mathematical concepts and procedures was an area of need for grades 3-5.

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		***	0
1		22	20	33	33	20	40	44	40	20		13	7		7
2		6	0		44	75	70	25	25	30	19		0	6	0
3			12	14	13	24	57	63	29	14	25	29	14		6
4			0	14	14	57	29	86	43	57		0			0
5		17		63	50	67	25	33		13		33			
Total		8	9	26	31	40	45	46	30	26	10	17	4	4	4

Conclusions based on this data:

1. Seventy percent (70%) of our EL students are classified as Intermediate (30%) or Early Advanced (40%) .
2. Since fourth grade has a large percent of our EL population (25%), additional support will be provided at that grade level.
3. Forty-nine (49%) percent of our EL students are close to or could qualify for RFEF depending on additional data.

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							25	27	50	50	40	33	25	33	17
1		22	20	33	33	20	40	44	40	20		13	7		7
2		6			44	67	58	25	22	25	19		17	6	11
3			12	25	13	24	50	63	29	13	25	29	13		6
4				13	13	57	38	75	43	50				13	
5		14		63	43	67	25	43		13	1	33			
Total		6	8	22	24	35	41	41	32	27	17	18	10	11	7

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	49	48	53
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	49	48	53
Number Met	24	29	32
Percent Met	49.0%	60.4%	60.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

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	43	13	52	9	51	8
Number Met	7	--	12	--	20	--
Percent Met	16.3%	--	23.1%	--	39.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	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

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 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. 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 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. 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:
Provide an academic program fully aligned to the Common Core State Standards
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	2016-2017	principal				
Adopt/Purchase Common Core instructional materials	2016-2017	district				
Develop and implement Common Core materials and common assessments to further inform instruction and intervention	2016-2017	principal	ESGI software- Kinder and TK	5000-5999: Services And Other Operating Expenditures	District Funded	

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	2016-2017	principal, teachers	purchase professional literature- Poor Students, Rich Teaching	4000-4999: Books And Supplies	Title I Part A: Allocation	600.00
			teacher collaboration through FAME program supported by substitutes and classified staff	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00
				2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00
			FAME materials	4000-4999: Books And Supplies	General Unrestricted	189.80
			Teacher observations of each other- substitute	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00
Identify and roll out resources and technological tools as needed	2016-2017	principal	computers	4000-4999: Books And Supplies	General Unrestricted	3160.17
			monitors	4000-4999: Books And Supplies	General Unrestricted	1500.00
			headphones, voice links	4000-4999: Books And Supplies	General Unrestricted	1000.00
			printers	4000-4999: Books And Supplies	General Unrestricted	2000.00
			interactive boards, projectors	4000-4999: Books And Supplies	General Unrestricted	2475.00
			library books	4000-4999: Books And Supplies	General Unrestricted	1135.32
			lamps for projectors	4000-4999: Books And Supplies	General Unrestricted	2000.00
Provide Illuminate training/coaching support	2016-2017	district	teachers attend district trainings	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplement resources to enhance instruction of common core standards.	2016-2017	principal	Standards Plus	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3927.15
			STAR Math Enterprise	5000-5999: Services And Other Operating Expenditures	District Funded	408.41
			STAR Reading Spanish	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	275.00
			English in a Flash	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	200.00
			Reading Eggs	4000-4999: Books And Supplies	Title I Part A: Allocation	8100.00
			Rewards charms for reaching academic goals	4000-4999: Books And Supplies	General Unrestricted	1496.00
			Kindergarten Jumbo Journals	4000-4999: Books And Supplies	General Unrestricted	207.60
			Scholastic Subscription-Let's Find Out-Kindergarten	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	558.73
			Dry erase classroom planner	4000-4999: Books And Supplies	Title I Part A: Allocation	27.49
			chart paper and highlight tape	4000-4999: Books And Supplies	General Unrestricted	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in common core, best practices, and technology.	2016-2017	district	all teachers attend district grade level meetings each trimester	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	7886.00
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	650.00
			PD in common core best practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1000.00
			PD in leadership	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1600.00
			PD in learning and engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1200.00
			PD in technology in the classroom	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1200.00
			PD in PLC- conference fee	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000.00
			PD in PLC- travel, hotel, food	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support classroom materials and supplies	2016-2017	principal	teacher purchases additional materials and supplies	4000-4999: Books And Supplies	General Unrestricted	3600.00
			purchase ink and toner for classroom printers	4000-4999: Books And Supplies	General Unrestricted	4000.00
			make copies at multilith	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4500.00
			Studies Weekly, 4th grade	4000-4999: Books And Supplies	Title I Part A: Allocation	225.15
			individual white boards	4000-4999: Books And Supplies	Title I Part A: Allocation	3366.00
			grid paper	4000-4999: Books And Supplies	General Unrestricted	56.90
			permabound books	4000-4999: Books And Supplies	Title I Part A: Allocation	3649.40
			Studies Weekly- 4th/5th grades	4000-4999: Books And Supplies	Title I Part A: Allocation	928.74
provide office supplies	2016-17	office manager, principal	folders, files, labels	4000-4999: Books And Supplies	General Unrestricted	1500.00
			toner	4000-4999: Books And Supplies	General Unrestricted	2000.00
Standards based computer programs	2016-2017	principal	Starfall- 3 yr subscription	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.00
			Mathseeds- 2 years	4000-4999: Books And Supplies	Title I Part A: Allocation	3150.00
Provide during and after school intervention support	2016-2017	principal	intervention teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	13,000.00

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
Provide intervention support and data collection	2016-17	principal, intervention paraprofessional and intervention media specialist	intervention paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18,828.66
			intervention paraprofessional	3000-3999: Employee Benefits	Title I Part A: Allocation	4255.73
			intervention media specialist and data collection	2000-2999: Classified Personnel Salaries	District Funded	
			intervention media specialist and data collection	3000-3999: Employee Benefits	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before/after school intervention	2016-17	principal, teachers	teachers provide before or after school intervention	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500.00
				3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
			teachers provide before and after school intervention	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	250.00
Counselor will provide small group social skills instruction, one-on-one counseling intervention and parent education	2016-17	counselor	counseling intervention	1000-1999: Certificated Personnel Salaries	District Funded	
			parent education training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2214.88
			Parent Project teaching materials and parent workbooks	4000-4999: Books And Supplies	Title I Part A: Allocation	2600.00
Provide intervention during school breaks	2016-17	principal, teachers	teachers provide 2nd-5th grade intensive intervention during school breaks with teacher in charge	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3500.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	1200.00
			Standards Plus Intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	2212.80

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental reading intervention material	2016-2017	principal, teachers, paraprofessional	Read Naturally-Read Live- 3 year subscription	4000-4999: Books And Supplies	Title I Part A: Allocation	1800.00
			headphones-to support the Read Naturally intervention program	4000-4999: Books And Supplies	General Unrestricted	176.00
			chrome books and charging cart- to support the Read Naturally intervention program	4000-4999: Books And Supplies	General Unrestricted	2802.53
			Academy of Reading	4000-4999: Books And Supplies	Title I Part A: Allocation	3225.00
			Stepping Stones K-1	4000-4999: Books And Supplies	Title I Part A: Allocation	738.00
			Leveled Literacy Intervention System	4000-4999: Books And Supplies	Title I Part A: Allocation	22,480
			Fast ForWord Language Series	4000-4999: Books And Supplies	Title I Part A: Allocation	3500
			LexiaReadingCore5	4000-4999: Books And Supplies	Title I Part A: Allocation	8500
Orton Gillingham training	2016-2017	principal, teachers	Gr. K-2 teachers	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	23000.00
Step Up to Writing training	2016-2017	principals, teachers	Gr. 1-5 teachers	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	14400.00
CASCWA CA Assoc. of Supervisors of Child Welfare and Attendance State Conference	April 2017	principal, counselor	counselor	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1369.40

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 school to ensure a positive learning environment.
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.	2016-2017	principal		1000-1999: Certificated Personnel Salaries	None Specified	
Maintain clean campus	ongoing 2016-2017	custodian	utility carts per classroom	4000-4999: Books And Supplies	General Unrestricted	586.26
			custodial supplies	4000-4999: Books And Supplies	General Unrestricted	3500.00
Attend bi-monthly safety meetings	monthly 2016-2017	principal, committee member		1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor will provide bully prevention strategies and conflict resolution.	ongoing 2016-2017	counselor		1000-1999: Certificated Personnel Salaries	None Specified	

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	Spring 2017	principal, School Site Council, staff		None Specified	None Specified	

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	2016-2017	principal	Homework folders	4000-4999: Books And Supplies	Title I Part A: Allocation	690.00
			Gold Ribbon pins	4000-4999: Books And Supplies	General Unrestricted	94.60
			Reading certificates	4000-4999: Books And Supplies	General Unrestricted	332.08
			Principal medals for Perfect Attendance and Citizenship Award	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	756.79
			Kindness Adventure Assembly (transportation)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	600.00
			AR incentive brag tags	4000-4999: Books And Supplies	General Unrestricted	1351.74
			4th and 5th grade yearly planners	4000-4999: Books And Supplies	None Specified	
Fully implement Character Counts	2016-2017	principal, counselor	Rewards: charms, bookmarks, pencils	None Specified		
			posters, banners	None Specified		
			books, DVDs	None Specified		
			staff training	None Specified		
Host Family Nights to increase parent involvement	2016-2017	principal, teachers	communication, paper	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	740.00
			light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	101.48
			materials for activities with families	4000-4999: Books And Supplies	Title I Part A: Allocation	100.00
Childcare during Back to School Night, Kindergarten Orientation, Parent Nights	2016-2017	principal	supervision of students and children during parent events	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	150.00
Parent communication and involvement will be encouraged through the use of a Parent Center in our multi-purpose room	2016-2017	principal	parent literature	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
			supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent education	2016-2017	principal, counselor	workbooks, manuals	4000-4999: Books And Supplies	Title I Part A: Allocation	2500.00

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:
2015-2016 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2015-2016 AMAO 1-CELDT: 60.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 - 2017: 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)	2016-2017	principal, district	Professional development for staff	None Specified	District Funded	
Create and implement a school wide ELD plan for designated and integrated instruction	2016-2017	principal		None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support English Language Learners and their families by providing information and support through English Learner Advisory Committees	2016-2017	principal, district	None Specified			

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: Other
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.	2016-2017	T. Switzer J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	11095.13
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	3840.09

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	41,664.00	0.00
Title I Part A: Allocation	189,378.00	8,664.60
Title I Part A: Parent Involvement	2,407.00	0.00
Title I Part A: Professional Development	9,536.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	408.41
General Unrestricted	41,664.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	180,713.40
Title I Part A: Parent Involvement	2,407.00
Title I Part A: Professional Development (PI Schools)	9,536.00

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	14,935.22

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	34,686.00
2000-2999: Classified Personnel Salaries	20,778.66
3000-3999: Employee Benefits	7,455.73
4000-4999: Books And Supplies	108,913.58
5000-5999: Services And Other Operating Expenditures	67,894.84

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	District Funded	408.41
4000-4999: Books And Supplies	General Unrestricted	37,164.00
5000-5999: Services And Other Operating	General Unrestricted	4,500.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	20,628.66
3000-3999: Employee Benefits	Title I Part A: Allocation	6,305.73
4000-4999: Books And Supplies	Title I Part A: Allocation	69,492.58
5000-5999: Services And Other Operating	Title I Part A: Allocation	61,986.43
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	150.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,257.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	7,886.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	650.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,972.86
Goal 2	124,053.00
Goal 3	4,086.26
Goal 4	7,616.69

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
Mrs. Melissa Christman	X				
Mrs. Kristy McLaughlin		X			
Mrs. Jessica Auld		X			
Mr. Blake Onishi		X			
Ms. Sylvia Payanes			X		
Mrs. Marissa Bennett (2 years 16-18)				X	
Mrs. Barbara Cook (2 years 16-18)				X	
Mrs. Ashley Douglas (2 years 15-17)				X	
Mrs. Jessica Kenady (2 years 16-18)				X	
Mrs. Megan Schneiter (2 years 15-17)				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 11/10/16.

Attested:

Melissa Christman	<i>Melissa Christman</i>	12-2-16
Typed Name of School Principal	Signature of School Principal	Date
Kristy McLaughlin	<i>Kristy McLaughlin</i>	12-2-16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date