

# 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:** October 26, 2017

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

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

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**The District Governing Board approved this revision of the SPSA on December 14, 2017.**

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## 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 454 students in transitional kindergarten to fifth grade. The October 2017 CBEDS Profile for Faller School indicates the following ethnic distribution: 50.88% white, 36.12% Hispanic, 3.96% African-American, 0.44% American Indian, 2.64% Filipino, 0.66% Asian, 0.66% Pacific Islanders, and 4.19% 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 18 classroom teachers, one projects teacher and one resource specialist who are all highly qualified with the exception of one teacher on an emergency credential. Our classified personnel, including our custodians, office personnel, media assistants, and a special education paraprofessional, total 7. We also have a full-time school counselor, a speech therapist and interpreter. Transitional kindergarten through third-grade classrooms average 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 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 2017, yielded an 88% parent response. It is found that overall parents strongly agree our school culture, home to school connection, standards and assessment and teaching and learning are extremely effective. Ninety-two percent of our parents believe their student is getting a good education at Faller and ninety-four percent believe parents are fully informed about their child's academic progress. Areas of focus were identified as frequent communication with parents through Parent Square educating parents about the school discipline through a Parent Night on Character Counts and PBIS at Faller.

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 after ten years of employment. Non-tenured teachers on probationary status are evaluated every year. Teachers receive 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 guides in Language Arts and Math as well as the State Common Core Standards, are used for planning. 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/interim assessment 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 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 collaborate 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, interim 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) with the exception of one teacher.

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

There is one teacher on an emergency credential. All others are highly qualified. 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: Benchmark Advance ELA, Go Math, Character Counts, Whole Brain Learning, PLC Summit, Illuminate and Restorative Practices. Many of our teachers have been trained in Professional Learning Communities (PLC). Our Projects Teacher was just recently trained.

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, and Special Education Program Support 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 professional development days. Three half days in ELA and three full days in Math. Teachers meet every week on Late Start Wednesdays in Professional Learning Communities where they work together on common lesson planning. First through fifth grade teachers also meet in collaboration every week with the principal, projects teacher, resource teacher and their specific grade level team during which they review benchmark assessments, analyze results,

plan re-teaching and examine the progress of target students. 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 (Illuminate, Early Literacy, Accelerated Reading, Accelerated Math, Moby Max, Reading Eggs and LexiaReading Core 5), and teacher formative assessments to analyze student performance and adjust instruction accordingly. SBAC assessment data for the 2016-2017 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, Lexia Core 5, ReadingEggs and 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 Project Teacher
- Translator
- Parent volunteers
- School Attendance Review Board (SARB)
- Intervention- before, during and after school
- ASES- After School Program
- State Preschool
- Counselor
- College Community Health

Our school communicates with parents through:

- School Compact
- 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 Meeting
- ELAC meetings
- PTO
- School Newsletter/information
- 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, SSC members attend 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 strategy groups, during and before/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. 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.

## **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, full-time projects teacher, universal expectations, behavior modifications, the Character Counts recognition program, awards assemblies, and daily announcements of good character. We bridge the gap of digital literacy skills through a focus on technology use in the classroom and in our 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	70	74	64	70	73	64	70	73	100.0	100	98.6
Grade 4	71	65	69	67	64	69	67	64	69	94.4	98.5	100
Grade 5	72	64	59	71	64	57	71	64	57	98.6	100	96.6
All Grades	207	199	202	202	198	199	202	198	199	97.6	99.5	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2391.1	2403.0	2419.5	11	16	17.81	17	14	27.40	34	36	32.88	38	34	21.92
Grade 4	2427.2	2447.1	2448.1	6	13	17.39	24	19	26.09	28	34	21.74	42	34	34.78
Grade 5	2492.7	2493.3	2478.7	14	14	10.53	34	38	28.07	24	20	35.09	28	28	26.32
All Grades	N/A	N/A	N/A	10	14	15.58	25	23	27.14	29	30	29.65	36	32	27.64

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	13	14	13.70	45	56	54.79	42	30	31.51	
Grade 4	12	13	17.39	42	56	55.07	46	31	27.54	
Grade 5	20	25	17.54	44	48	40.35	37	27	42.11	
All Grades	15	17	16.08	44	54	50.75	42	29	33.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	11	20.55	52	51	52.05	41	37	27.40
Grade 4	6	8	14.49	60	70	52.17	34	22	33.33
Grade 5	21	19	19.30	46	48	47.37	32	33	33.33
All Grades	12	13	18.09	52	57	50.75	36	31	31.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	7	13.70	72	70	71.23	20	23	15.07
Grade 4	12	14	15.94	66	69	65.22	22	17	18.84
Grade 5	15	16	10.53	65	70	64.91	20	14	24.56
All Grades	12	12	13.57	67	70	67.34	21	18	19.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	13	23.29	50	56	49.32	42	31	27.40
Grade 4	4	11	20.29	61	66	47.83	34	23	31.88
Grade 5	28	28	14.04	52	55	57.89	20	17	28.07
All Grades	14	17	19.60	54	59	51.26	32	24	29.15

**Conclusions based on this data:**

1. Grades 3 and 4 made significant growth- 15% growth for 3rd grade and 11% growth for 4th grade.
2. Areas of strength are listening in grades 3 and 4.
3. Areas of need are reading in grades 3 and 5, writing in grades 4 and 5 and research/inquiry in grade 4.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	70	74	64	70	74	64	70	74	100.0	100	100
Grade 4	71	65	69	68	64	69	68	64	69	95.8	98.5	100
Grade 5	72	64	59	71	64	59	71	64	59	98.6	100	100
All Grades	207	199	202	203	198	202	203	198	202	98.1	99.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2425.1	2411.0	2431.4	11	11	13.51	23	29	32.43	45	33	35.14	20	27	18.92
Grade 4	2448.1	2455.9	2457.3	7	8	13.04	26	25	21.74	32	41	36.23	34	27	28.99
Grade 5	2487.7	2480.9	2471.1	13	11	11.86	13	14	8.47	37	34	40.68	38	41	38.98
All Grades	N/A	N/A	N/A	10	10	12.87	21	23	21.78	38	36	37.13	31	31	28.22

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	22	20	21.62	50	39	55.41	28	41	22.97	
Grade 4	18	19	23.19	32	31	33.33	50	50	43.48	
Grade 5	18	16	15.25	30	31	25.42	52	53	59.32	
All Grades	19	18	20.30	37	34	39.11	44	48	40.59	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	14	21.62	48	51	55.41	30	34	22.97
Grade 4	10	13	11.59	53	55	52.17	37	33	36.23
Grade 5	13	16	11.86	48	41	38.98	39	44	49.15
All Grades	15	14	15.35	50	49	49.50	35	37	35.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	23	21.62	61	51	59.46	22	26	18.92
Grade 4	6	13	21.74	56	52	44.93	38	36	33.33
Grade 5	13	11	8.47	46	47	45.76	41	42	45.76
All Grades	12	16	17.82	54	50	50.50	34	34	31.68

**Conclusions based on this data:**

1. Third grade demonstrated 6% growth overall in math achievement.
2. The number of students exceeding standards in mathematical concepts and procedures increased in grades 3 and 4. The number of students exceeding standards in communicating reasoning increased in grade 4.
3. The fifth grade cohort decreased each year in exceeding standards.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		0			0		***	0			0		***	0	
1	22	20	43	33	20	14	44	40	29		13			7	14
2	6	0		44	75	43	25	25	14	19		21	6	0	21
3		12	11	13	24	33	63	29	33	25	29	22		6	
4		0	7	14	57	43	86	43	43		0	7		0	
5	17			50	67	***	33		***		33				
<b>Total</b>	8	9	11	31	40	36	46	30	32	10	17	13	4	4	9

#### Conclusions based on this data:

1. Forty-seven (47%) of our EL students are classified as Advanced (11%) or Early Advanced (36%) .
2. There is a 5% increase in EL students at the beginning level.
3. Over two thirds (68%) of our EL students are Intermediate or Early Advanced.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							27	50		40	33		33	17	
1	22	20		33	20		44	40			13			7	
2	6			44	67		25	22		19			6	11	
3		12		13	24		63	29		25	29			6	
4				13	57		75	43					13		
5	14			43	67		43			1	33				
<b>Total</b>	6	8		24	35		41	32		17	18		11	7	

#### Conclusions based on this data:

1. 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		
	2014-15	2015-16	2016-17
Number of Annual Testers	48	53	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	48	53	
Number Met	29	32	
Percent Met	60.4%	60.4%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	52	9	51	8		
Number Met	12	--	20	--		
Percent Met	23.1%	--	39.2%	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

#### Conclusions based on this data:

1. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the school/district will provide targeted support to Long Term English Language Learners in an effort to work towards the reclassification of each English Learner..

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	307	352	
Percent with Prior Year Data		100	
Number in Cohort	307	352	
Number Met	164	221	
Percent Met	53.4	62.8	
<b>NCLB Target</b>	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	225	144	238	158		
Number Met	49	54	69	77		
Percent Met	21.8	37.5	29	48.7		
<b>NCLB Target</b>	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
<b>English-Language Arts</b>			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
<b>Mathematics</b>			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
<b>Met Target for AMAO 3</b>		N/A	

#### Conclusions based on this data:

1. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the school/district will provide targeted support to Long Term English Language Learners in an effort to work towards the reclassification of each English Learner.



## 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:

<b>SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
Provide an academic program fully aligned to the Common Core State Standards
<b>Data Used to Form this Goal:</b>
000Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
<b>Findings from the Analysis of this Data:</b>
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2018 000APS 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
Adopt/Purchase Common Core instructional materials	2017-2018	principal			District Funded	
Develop and implement Common Core materials and common assessments to further inform instruction and intervention	2017-2018	principal			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	2017-2018	principal, teachers	purchase professional literature- title TBD	4000-4999: Books And Supplies	Title I Part A: Allocation	600.00
			Teacher observations of each other- substitute	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	100.00
Identify and roll out resources and technological tools as needed	2017-2018	principal	computers	4000-4999: Books And Supplies	General Unrestricted	3672.73
			monitors	4000-4999: Books And Supplies	General Unrestricted	242.48
			headphones, voice links	4000-4999: Books And Supplies	General Unrestricted	1000.00
			printers	4000-4999: Books And Supplies	General Unrestricted	1260.03
			library books	4000-4999: Books And Supplies	General Unrestricted	1135.32
			projectors and lamps for projectors	4000-4999: Books And Supplies	General Unrestricted	5200.00
			hover cam	4000-4999: Books And Supplies	General Unrestricted	446.66
			mouse pad/ magnetic clips	4000-4999: Books And Supplies	General Unrestricted	250.00
Provide professional development in ELA and math	2017-2018	district	teachers attend district trainings	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
Provide supplement resources to enhance instruction of common core standards.	2017-2018	principal	Step Up to Writing material	4000-4999: Books And Supplies	Title I Part A: Allocation	519.12
			STAR Math Enterprise	5000-5999: Services And Other Operating Expenditures	District Funded	
			Rewards charms for reaching academic goals	4000-4999: Books And Supplies	General Unrestricted	1136.03
			Kindergarten Jumbo Journals	4000-4999: Books And Supplies	General Unrestricted	205.84
			Scholastic Subscription-Let's Find Out-Kindergarten	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	620.00
			4th and 5th grade organizational binders	4000-4999: Books And Supplies	Title I Part A: Allocation	432.70
			chart paper and highlight tape	4000-4999: Books And Supplies	General Unrestricted	561.92

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.	2017-2018	district, principal	all teachers attend district grade level meetings each trimester	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	650.00
			PD in common core best practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000.00
			PD in leadership- ACSA Leadership Summit	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1700.00
			PD in learning and engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000.00
			PD in technology in the classroom	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000.00
			PD in PLC- conference fee	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6100.00
			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	2017-2018	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/5th grade	4000-4999: Books And Supplies	Title I Part A: Allocation	1071.00
			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
			whiteboard markers/eraser accessory kits	4000-4999: Books And Supplies	General Unrestricted	487.13
provide office supplies	2017-2018	office manager, principal	folders, files, labels	4000-4999: Books And Supplies	General Unrestricted	1400.00
			toner	4000-4999: Books And Supplies	General Unrestricted	2000.00

## 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:

<b>SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core</b>
<b>LEA GOAL:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>SCHOOL GOAL #2:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>Data Used to Form this Goal:</b>
2016 SBAC Data
<b>Findings from the Analysis of this Data:</b>
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%.
<b>How the School will Evaluate the Progress of this Goal:</b>
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	2017-2018	principal, intervention media specialist	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	2017-2018	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	2017-2018	counselor	counseling intervention	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	
Supplemental reading intervention material	2017-2018	principal, teachers, paraprofessional	LexiaReadingCore5	4000-4999: Books And Supplies	Title I Part A: Allocation	10,200.00
Orton Gillingham materials	2017-2018	principal, teachers	Orton Gillingham materials	4000-4999: Books And Supplies	Title I Part A: Allocation	907.72
Step Up to Writing training	2017-2018	principals, teachers	Gr. K-5 teachers	5000-5999: Services And Other Operating Expenditures	District Funded	
				3000-3999: Employee Benefits		
Restorative Practices training	2017-2018	principal, counselor	counselor	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	430.00

## 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:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>
<b>LEA GOAL:</b>
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
<b>SCHOOL GOAL #3:</b>
Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
<b>Data Used to Form this Goal:</b>
Spring 2016 District Student Survey results
<b>Findings from the Analysis of this Data:</b>
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	2017-2018	principal		1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	
Maintain clean campus	ongoing 2017-2018	custodian	custodial supplies	4000-4999: Books And Supplies	General Unrestricted	5000.00
Attend bi-monthly safety meetings	monthly 2017-2018	principal, committee member				
Counselor will provide bully prevention strategies and conflict resolution.	ongoing 2017-2018	counselor				



## 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:

<b>SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #4:</b>
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
<b>Data Used to Form this Goal:</b>
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
<b>Findings from the Analysis of this Data:</b>
Continue to maintain/improve opportunities for stakeholder engagement.
<b>How the School will Evaluate the Progress of this Goal:</b>
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 2018	principal, School Site Council, 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	2017-2018	principal	Homework folders	4000-4999: Books And Supplies	Title I Part A: Allocation	898.06
			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
			AR incentive brag tags	4000-4999: Books And Supplies	General Unrestricted	232.88
			Grade 2-5 yearly planners	4000-4999: Books And Supplies	Title I Part A: Allocation	1500.00
Fully implement Character Counts	2017-2018	principal, counselor	Rewards: charms, bookmarks, pencils	4000-4999: Books And Supplies	General Unrestricted	1000.00
			posters, banners	4000-4999: Books And Supplies	General Unrestricted	1000.00
			books, DVDs	4000-4999: Books And Supplies	General Unrestricted	200.00
			staff training	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	General Unrestricted	2000.00
Host Family Nights to increase parent involvement	2017-2018	principal, teachers	communication, paper	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
			light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	307.21
			materials for activities with families	4000-4999: Books And Supplies	Title I Part A: Allocation	200.00
Childcare during Back to School Night, Kindergarten Orientation, Parent Nights, Site Council Meetings	2017-2018	principal	supervision of students and children during parent events	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Part A: Parent Involvement	350.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent communication and involvement will be encouraged through the use of a Parent Center in our multi-purpose room	2017-2018	principal	parent literature	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	300.00
Provide parent education	2017-2018	counselor				

## 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:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>
<b>LEA GOAL:</b>
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
<b>SCHOOL GOAL #5:</b>
Annually increase percent of English Language Learners making progress in learning English.
<b>Data Used to Form this Goal:</b>
2015-2016 Annual AMAO 1 (CELDT) Results
<b>Findings from the Analysis of this Data:</b>
2015-2016 AMAO 1-CELDT: 60.4%
<b>How the School will Evaluate the Progress of this Goal:</b>
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)	2017-2018	principal, district	Professional development for staff			
Create and implement a school wide ELD plan for designated and integrated instruction	2017-2018	principal				

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	2017-2018	principal, district				
Provide intervention during school holidays/vacations	2017-2018	principal, district	teachers provide 2nd-5th grade intensive intervention during school breaks	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	1000.00
			materials	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00

## 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:

<b>SUBJECT: Other</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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



## 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	40,920.00	0.00
Title I Part A: Allocation	47,858.00	0.00
Title I Part A: Parent Involvement	2,434.00	0.00
Intervention (BS/AS)	5,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	650.00
General Unrestricted	40,920.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	47,858.00
Title I Part A: Parent Involvement	2,434.00

## Summary of Expenditures in this Plan

### Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	12,300.00
2000-2999: Classified Personnel Salaries	350.00
3000-3999: Employee Benefits	2,500.00
4000-4999: Books And Supplies	56,982.00
5000-5999: Services And Other Operating Expenditures	24,730.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
3000-3999: Employee Benefits	District Funded	650.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,000.00
4000-4999: Books And Supplies	General Unrestricted	34,420.00
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	5,800.00
3000-3999: Employee Benefits	Title I Part A: Allocation	1,350.00
4000-4999: Books And Supplies	Title I Part A: Allocation	20,478.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	20,230.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	350.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,084.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	59,397.26
<b>Goal 2</b>	18,787.72
<b>Goal 3</b>	5,000.00
<b>Goal 4</b>	9,177.02
<b>Goal 5</b>	4,500.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Melissa Christman	X				
Mrs. Kristy McLaughlin (2 years 17-19)		X			
Mrs. Jessica Auld (2 years 17-19)		X			
Mr. Blake Onishi (2 years 17-19)		X			
Ms. Sylvia Payanes (2 years 17-19)			X		
Mrs. Marissa Bennett (2 years 16-18)				X	
Mrs. Barbara Cook (2 years 16-18)				X	
Mrs. Jessica Kenady (2 years 16-18)				X	
Mrs. Jesse Allande (2 years 17-19)				X	
Mrs. Danielle Fillingham (2 years 17-19)				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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 10/26/17.

Attested:

Melissa Christman

Typed Name of School Principal

*Melissa Christman* 10-26-17

Signature of School Principal

Date

Kristy McLaughlin

Typed Name of SSC Chairperson

*Kristy McLaughlin* 10-26-17

Signature of SSC Chairperson

Date

## **Elementary Curriculum**

Reading/Language Arts	Benchmark Advance (2017)
Mathematics	Go Math! Houghton Mifflin (2015)
Science	California Science (2008)
History-Social Science	History-Social Science for California (2006)
Health	Health and Fitness (2005)
Visual and Performing Arts	California Spotlight on Music (2007) SRA Art Connections (2007)

## **Middle School Curriculum**

Reading/Language Arts	Glencoe: Literature Course 1 (2010) Holt: Literature and Language Arts (2010)
Mathematics	Go Math! Houghton Mifflin (2015) California Alg. 1: Concepts, Skills, & Problem Solving (2008)
Science	Concepts and Challenges/Science (2003) Holt California Science (2007)
History-Social Science	History Alive! The Ancient World (2006) History Alive! The Medieval World and Beyond (2006) History Alive! The United States Through Industrialism (2006)
Foreign Language	Ven conmigo! Level 1 (2004)
Health	Health & Wellness Adopted (2005)



Visual and Performing Arts

Glencoe Middle School Art (2007)

Silver Burdette Making Music (2007)

Standard of Excellence Enhanced Band Method  
Artistry in Strings (2007)

## High School Curriculum

Reading/Language Arts

The Language of Composition (2008)

Expository Reading and Writing (2013)

An Introductory to Poetry (2002)

High Point (Hampton Brown) (2002)

Holt Literature and Language Arts (2003)

SRA Corrective Reading (2002)

The Readers Choice (2002)

Timeless Voices Timeless Themes (2002)

Mathematics

Algebra I/Geometry/Algebra II California AGA  
Houghton Mifflin (2015)

Trigonometry 8th Edition-Cengage (2011)

The Practice of Statistics BFW Freeman (2015)

Pre-Calculus with Limits, A Graphing Approach-  
Houghton Mifflin (2008)

Calculus of a Single Variable, Houghton Mifflin-  
8th Edition (2006)

Pacemaker: Basic Mathematics, 3rd Edition (2000)

Pacemaker, Pre-Algebra, 2nd Edition (2001)

Life Skills Math (2003)

Math for the World of Work (2002)

Science

The Central Science (AP Chemistry) Pearson Prentice Hall (2013)

Biology (AP) (2006)

Biology (Conceptual) (2008)

Biology: Concepts & Connections (Honors) (2006)

Biology: (CP) (2007)

Conceptual Physics (2006)

Essentials of Anatomy and Physiology (2007)

Forensic Science: An Introduction (2008)

Holt Earth Science (2007)

Holt Physics (2004)

Pacemaker: Biology (2004)

Prentice Hall Chemistry (2007)

Zoology (2007)

History-Social Science

American Anthem: Modern American History (CP) (2007)

American Government (AP) (2006)

Economics (2003)

Economics (AP) (2005)

Modern World History: Patterns of Interaction (CP) (2006)

Pacemaker: American Government (2005)

Pacemaker: Economics (2001)

Pacemaker: World Geography and Cultures (2002)

Pacemaker: World History (2002)

The American Pageant (AP) (2007)

United States Government: Democracy in Action (2006)

World Geography (2006)

World History Modern Times (Honors) (2006)

World History: The Modern World (2007)

#### Foreign Language

Ven conmigo! Holt, Rinehart, Winston (2005)

Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston (2005)

#### Health

Health and Wellness Glencoe (2009)

Visual and Performing Arts Art in Focus  
Glencoe/McGraw-Hill (2008)

Art Talk Glencoe/McGraw-Hill (2008)

Creating and Understanding Drawing Glencoe/McGraw-Hill (2008)

Gardner's Art Through the Ages Thomson/Wadsworth (2008)