

The Single Plan for Student Achievement

School: Las Flores Elementary School
CDS Code: 15-73742-6009625
District: Sierra Sands Unified School District
Principal: Susan Marvin
Revision Date: Nov. 1, 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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School Vision and Mission

Las Flores Elementary School's Vision and Mission Statements

VISION

Las Flores Elementary School is a diverse team of school, home, and community working together to provide the best education for the whole child. The vision of our school is to educate all students and assist in their intellectual, emotional, physical, and social development by providing a safe, secure, and caring school environment within which learning and student success can best occur. We believe that providing a sound instructional program and fostering responsibility in students as demonstrated by good citizenship, will enable us to achieve this goal. We encourage parent participation with our PTO and the total school.

MISSION

Our mission is to empower every student to meet or exceed standards in every content area by using the common core standards. To support our vision and mission; parents, students, staff and the community have established and continue to develop and monitor our yearly Single Plan for Student Achievement.

School Profile

Las Flores Elementary serves TK-5th grade students in the Sierra Sands Unified School District. We are a school wide Title I school. The school remains in a non-Program Improvement status. We currently have 18 certificated teaching staff, 1 teacher on an emergency credential, a Resource Specialist teacher, a Projects Teacher, a part time Speech Intern, and a school counselor. We have one full time library/media specialist, one computer paraprofessional, and one special education paraprofessional. In addition, the school has 6 support staff including office, custodial, and cafeteria staff.

The October 2016 CBEDS document reports Las Flores Elementary enrollment to be 494. Las Flores Elementary School contains several sub-groupings including the following: American Indian 10, Asian/Asian American 20, African American, not Hispanic origin 25, Hispanic/Latino 111, Pacific Islander 6, White not Hispanic Origin 422, and Multiple or No response 111. 46 students are English Learners. 7 students are designated as Gifted and Talented (GATE). 30 Students with Disabilities receive services on our campus. 253 Students are Socio-Economically Disadvantaged.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

Las Flores is a school wide Title I elementary school. We utilize an annual Title I Parent Survey in the spring. The Title I Parent Survey is comprised of questions regarding parental feedback on school culture, parent/community involvement, home/school communication, standards & assessment, and teaching & learning. The Academic Program Survey (APS) was also completed with input from staff in order to identify areas of growth for instructional and professional development needs. 95% Parents feel that students are getting a good education and feel safe at school. Many of the concerns were isolated instances and were addressed. As a staff we felt that communication with parents can always improve. We are doing that through parent square, our marquee, our webpage and newsletters.

Classroom Observations

The principal evaluates teachers through multiple formal and informal classroom observations. Tenured teachers are evaluated every other year. After ten years, they are evaluated once every five years. Nontenured teachers are evaluated twice each year. Areas we consider as components of the evaluation are the effectiveness of teaching strategies, planning, classroom organization, and fulfillment of professional responsibilities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (SBAC-ELA and Math, CST-Science, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching.

Teachers use benchmark results in Language Arts and Mathematics as well as weekly/chapter/unit formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Specifically, at Las Flores, we administer benchmarks in August to determine baseline data. A child study team meeting is conducted within the first two weeks of school to discuss the performance and needs of individual students. Based on this data, intervention groups are formed for the trimester. Each trimester, the data is updated and Child Study Team meets to again discuss the performance and needs of individual students. The basis or foundation of intervention groups are then formed. Weekly assessments are administered on Thursdays or Fridays. Grade level collaboration, including the intervention teacher, is held twice per week. This weekly (and chapter/unit) assessment is analyzed and modifications are made to the intervention groups on a weekly basis.

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

Professional Learning Community (PLC) meetings are held each week for each grade level. Wednesday are a late start day to provide collaboration for all teachers. During this time teachers are working with grade level partners or in whole school professional development. In addition, each teacher meets individually once per trimester to review student data trends with the Child Study Team (comprised of RSP teacher, Gen Ed teacher, Intervention teacher, Counselor, and Principal). Weekly, monthly/unit, and trimester data is analyzed to identify learning gaps and to form intervention groups and learning targets to address identified gaps.

Staffing and Professional Development

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

Currently 19 staff members are highly qualified teachers and 1 teacher is on a waiver while seeking her credential.

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

New Teacher Boot Camp is offered at the district office. Teachers are trained in Aeries, Illuminate and common practices in the classroom. EDI (Explicit Direct Instruction), Illuminate, CAASPP, and CCSS training is provided through these our LATE START WEDNESDAY collaboration meetings. At the site, we have conducted Standards Plus training, PBIS training, PLC training and Benchmark Advance training. Illuminate, GO Math, Benchmark Advance, and Google Doc trainings were provided by the District project teachers.

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 Las Flores School's staff development has been predominantly in the area of raising test scores and teaching strategies for ELL and other students through grade level trainings. District provides training on Benchmark Advance and GO MATH throughout this year.

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

The District provides BTSA (Beginning Teacher Support and Assistance) 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 Coach, Math Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, Google Docs, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. New Teacher Boot Camp was held for our new teachers and the district is providing PAR teachers for those teachers not in the BTSA program.

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

Grade level collaboration is built into our Media Center Schedule and occurs in 90 minute sections, once per week. Additionally, weekly collaboration time is provided in lieu of staff meeting time (60 minutes) to review benchmark assessments, analyze results, plan re-teaching, examine the progress of intervention group students and professional development. Late Start Wednesdays are used for grade level collaboration and professional development.

Teaching and Learning

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

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

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

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

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides have been refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted.

Our school gives 4 benchmarks (beginning of the year plus three trimester benchmark assessments) during the school year that assess mastery of skills after they have been taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

We have materials that are aligned to the Common Core Standards. The district will be analyzing gaps and matches between existing curriculum and the CCSS in Science and Social Studies.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level 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 Success Team process is used to identify and monitor students at risk. Interventions are developed and agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Staff meet regularly within their PLC's to analyze data, identify achievement gaps, and form interventions. EDI strategies are also discussed and employed to improved student achievement.

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 Teachers: Special Education
- Peer tutors
- Instructional aide (special education)
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Others (Family Resource Center, service groups, partnerships, PTO, after school clubs, intervention)

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
- Literacy Night
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- Classroom Newsletter(s)

- School web pages
- Parent Square, and Marquee

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

- 1 Principal
- 1 Other staff
- 3 Classroom teachers
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the School Site Council (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. An annual Title I parent survey and evaluation is reviewed by the SSC.

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)

Involvement of stakeholders remains both a district and site priority. The Title I Parent Compact, parent involvement policy, and implementation of the annual Title I Parent Survey assist in the planning and implementation of programs. In addition, stakeholders serve an integral role in the education plan through governance on SSC and ELAC groups.

Funding

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

Categorical services focused on the under-performing student at this school include Title 1 interventions. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library, computer lab, and intervention lab. Translation services (Spanish) are provided as a centralized service. A counselor provides support through individual and group counseling services. Las Flores receives full time counseling services for students, funded by the District.

18. Fiscal support (EPC)

Currently, the state has transitioned to funding of educational services through the LCFF. The site receives general fund support (decentralized), and Title I support.

Description of Barriers and Related School Goals

An upward trend of additional SED (Socio-Economically Disadvantaged) students as well as an increase in EL (English Learners) population has impacted the site's needs. Additionally, with the implementation of the CCSS, there is a gap in the digital literacy skills of students that do not have the same level of exposure to technology within the home environment. Our goals are aligned with our student needs. We will continue to target and intervene in both ELA and math with our SED and EL populations, giving them priority within the school interventions as well as Before School Intervention program.

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	85	84	78	82	83	78	82	83	78	96.5	98.8	100
Grade 4	80	79	79	79	76	79	79	76	79	98.8	96.2	100
Grade 5	81	81	76	80	79	76	80	79	76	98.8	97.5	100
All Grades	246	244	233	241	238	233	241	238	233	98.0	97.5	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	2460.7	2445.3	2458.2	39	30	38.46	29	24	25.64	20	29	23.08	12	17	12.82
Grade 4	2468.2	2494.0	2473.6	24	34	31.65	20	28	24.05	29	22	17.72	27	16	26.58
Grade 5	2514.5	2521.3	2506.6	28	30	17.11	28	29	40.79	19	18	21.05	26	23	21.05
All Grades	N/A	N/A	N/A	30	32	29.18	26	27	30.04	22	23	20.60	22	18	20.17

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	41	24	37.18	43	57	42.31	16	19	20.51
Grade 4	32	45	31.65	37	42	48.10	32	13	20.25
Grade 5	34	34	23.68	41	42	59.21	25	24	17.11
All Grades	36	34	30.90	40	47	49.79	24	19	19.31

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	30	25	35.90	54	54	47.44	16	20	16.67
Grade 4	19	22	24.05	52	62	50.63	29	16	25.32
Grade 5	34	30	31.58	44	43	47.37	23	27	21.05
All Grades	28	26	30.47	50	53	48.50	22	21	21.03

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	40	17	26.92	54	72	64.10	6	11	8.97
Grade 4	27	28	18.99	59	63	56.96	14	9	24.05
Grade 5	25	25	22.37	59	62	63.16	16	13	14.47
All Grades	31	23	22.75	57	66	61.37	12	11	15.88

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	34	31	37.18	48	48	51.28	18	20	11.54
Grade 4	18	20	31.65	54	68	46.84	28	12	21.52
Grade 5	35	38	27.63	53	46	51.32	13	16	21.05
All Grades	29	30	32.19	51	54	49.79	20	16	18.03

Conclusions based on this data:

1. Based on this data, we will improve reading comprehension through Accelerated Reader (AR) reading and vocabulary tests.
2. Provide intervention within the school day for all students.
3. Provide before school interventions for students who did not meet or nearly met standards.

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	85	84	78	82	83	78	82	83	78	96.5	98.8	100
Grade 4	80	79	79	79	76	79	79	76	79	98.8	96.2	100
Grade 5	81	81	76	80	79	76	80	79	76	98.8	97.5	100
All Grades	246	244	233	241	238	233	241	238	233	98.0	97.5	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	2438.3	2434.7	2447.2	18	18	19.23	37	35	32.05	26	30	38.46	20	17	10.26
Grade 4	2449.1	2466.2	2467.8	8	14	12.66	27	24	26.58	35	42	41.77	30	20	18.99
Grade 5	2501.1	2481.9	2495.5	23	13	17.11	15	19	17.11	26	29	35.53	36	39	30.26
All Grades	N/A	N/A	N/A	16	15	16.31	26	26	25.32	29	34	38.63	29	25	19.74

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	23	27	28.21	51	46	47.44	26	28	24.36	
Grade 4	14	18	26.58	37	38	39.24	49	43	34.18	
Grade 5	25	16	15.79	34	32	42.11	41	52	42.11	
All Grades	21	21	23.61	41	39	42.92	39	41	33.48	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	19	30.77	38	60	58.97	27	20	10.26
Grade 4	15	16	17.72	39	54	50.63	46	30	31.65
Grade 5	24	19	18.42	33	46	46.05	44	35	35.53
All Grades	25	18	22.32	37	53	51.93	39	29	25.75

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	30	27	37.18	54	67	46.15	16	6	16.67
Grade 4	16	14	25.32	44	59	45.57	39	26	29.11
Grade 5	21	18	13.16	38	38	47.37	41	44	39.47
All Grades	23	20	25.32	45	55	46.35	32	25	28.33

Conclusions based on this data:

1. We need to provide intervention for students who did not meet or nearly met standards.
2. Before school intervention will be offered to students who are below or nearly met standards.
3. Performance tasks will be given on a monthly basis to all students.

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	0	***	0	0		0	0	
1	0	0		38	23	38	50	69	38	13	8	15	0	0	
2	8	14	1	33	14	5	50	43	5	8	29	2	0	0	
3	0	22	29	29	44	14	43	4	57	29	0	0	0	0	
4	0	0	80	0	43	20	***	4	0	***	14	0	0	0	
5	0	0	14	***	25	71	***	75	14	0	0		0	0	
Total	3	8	10	30	30	45	48	53	38	18	10	8			

Conclusions based on this data:

1. Out of the students assessed, over 45% students fall within the Early Intermediate to Intermediate category. We will continue to target the Early Intermediate and Intermediate students through designated instruction time, ELA intervention and BSI (before school intervention) to help them advance to the next proficiency level(s). 45% of our students are in the Early Advanced and will be serviced during the designated daily ELA instruction to produce growth to the Advanced or RFEP levels. The 10% of our Advanced students will be challenged to master common core standards and to reach the reclassifying level. The school will provide targeted support to Long Term English Language Learners.
2. Thirty minutes of designated instruction will be given to all EL students during their school day.
3. We will increase EL's proficiency in academic vocabulary necessary for successful access of content curriculum.

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							15	11		69	22		15	67	
1				38	21		50	64		13	7			7	
2	8	14		33	14		50	43		8	29				
3		22		29	44		43	33		29					
4					50		***	38		***	13				
5				***	25		***	75							
Total	2	6		22	25		39	43		33	12		4	14	

Conclusions based on this data:

1. Based upon the data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Provide thirty minutes of daily designated EL instruction integrated with ELA instruction.
3. Provide before school intervention to all EL students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	33	40	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	33	40	
Number Met	18	27	
Percent Met	54.5%	67.5%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

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	40	6	48	2		
Number Met	10	--	14	--		
Percent Met	25.0%	--	29.2%	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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. The school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. The district will provide targeted support to Long Term English Language Learners.
3. The school will offer before school intervention for all English Language Learners

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	
NCLB Target	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		
NCLB Target	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
English-Language Arts			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1. 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 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 that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
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 intervention for Common Core instructional materials	2017-2018	District Project Teachers working with teachers and principal	District grade level collaborations		District Funded	
			Substitute teachers for teachers attending training	1000-1999: Certificated Personnel Salaries	District Funded	
			Substitute benefits	3000-3999: Employee Benefits	District Funded	
			Standards Plus ELA- 3 -5 grade, intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	7339.46

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase standards based computer programs that support learning and intervention	2017-2018	Principal, Project Teacher and Computer paraprofessional	Ren Place		District Funded	
			Reading Eggs- 2 years	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6800.00
			Starfall-3 years 2016-19	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	
			Moby Max	5000-5999: Services And Other Operating Expenditures	District Funded	
			Illuminate	5000-5999: Services And Other Operating Expenditures	District Funded	
			Reading A-Z, Raz	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	900.00
			Math Seeds- 2 years 2016-18	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	
Develop and implement Common Core common assessments	2017-2018	Staff and Principal working with district trainers	Staff and Principal will attend district and site collaborative meetings		District Funded	
Identify best practices of CCSS	2017-2018	Staff and Principal working with district trainers	Staff and Principal will attend district and site collaborative meetings		District Funded	
			Teachers will observe each other	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and roll out resources and technological tools as needed	2017-2018	Staff and Principal working with district personnel	Staff and Principal will attend district and site collaborative meetings		District Funded	
			Eno boards, projectors, computers, ELMOs, Ipevo- Document cameras, chrome books, blue tooth pens, etc with replacement of tech items as necessary due to wear and tear in the classrooms and computer lab.	4000-4999: Books And Supplies	General Unrestricted	8000.00
			Updating and purchasing computers and chromebooks as needed.	4000-4999: Books And Supplies	General Unrestricted	2142.00
Provide Illuminate training/coaching support	2017-2018	District personnel	District will provide training as needed		District Funded	
Support Before/After School Intervention	2017-2018	All Staff	Staff and Principal will identify students At Risk and will provide Before School Intervention	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4261.00
			Personnel salaries	3000-3999: Employee Benefits	Intervention (BS/AS)	739.00
			Salaries for Certificated Staff for after school tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3300.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00
Title 1 Project Teacher will provide math/ELA/technology support to classroom teachers, instruct intervention students, provide Moby Max and Reading Eggs intervention program, facilitate family nights, support PBIS, and facilitate grade level collaborations.	2017-2018	Project Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	District Funded	
			Benefits	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 substitutes so staff members can attend district training in Common Core Standards	6 days each for 20 classrooms	Classroom teachers Office manager	District provided		District Funded	
Provide funding to enable staff to attend professional development	2017-2018	Principal and 20 teachers	Cost of workshops and travel	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6250.00
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6250.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	700.00
Provide classroom teachers with printing supplemental materials	2017-2018	Classroom Teachers	Printshop for copying materials	5000-5999: Services And Other Operating Expenditures	General Unrestricted	7000.00
District computer paraprofessional to provide web-based, supplemental ELA/math intervention to students	2017-2018	Computer paraprofessional	Instructional aide salary	2000-2999: Classified Personnel Salaries	District Funded	
			Instructional aide benefits	3000-3999: Employee Benefits	District Funded	

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 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
Before School Intervention	4 days per week	Project Teacher, Computer paraprofessional,	Students work on Moby Max(listed in Goal #1) Students work on Reading Eggs (listed in Goal #1)			
Targeted intervention built within the school day	4 days a week	Classroom Teachers, Project Teacher, Computer paraprofessional, Media Specialist	Chromebooks and cart (see Goal 1) Standards Plus Intervention- see goal 1 for funding	4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Unrestricted Title I Part A: Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Team	2017-2018	Classroom Teachers	4th and 5th grade leadership team member			
Benchmark Testing	Trimester Benchmarks	Classroom Teachers	Benchmark testing at every grade level.			
GATE meetings	2017-2018	Classroom Teachers and 4th and 5th graders				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
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.	2017-2018	Principal	Principal will notify district if staffing changes. There is no site cost associated with this action item			
Attend all District Safety Committee meetings	2017-2018	Principal	Principal will attend district meetings and report back to site staff. There is no cost associated with this action item.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly site Safety meetings	2017-2018	Principal and Safety Members	Principal will conduct meeting with the safety team members. We will report back to site staff. There is no cost associated with this action item.			
Provide custodial supplies	2017-2018	Principal and custodians	Purchase custodial supplies- increase in classrooms and students	4000-4999: Books And Supplies	General Unrestricted	7500.00
Adequate staff to cover student supervision	2017-2018	Personnel	Personnel Salaries and benefits	2000-2999: Classified Personnel Salaries	District Funded	
Adequate supplies for teachers, classrooms and office	2017-2018	All Staff	Printers	4000-4999: Books And Supplies	General Unrestricted	4000.00
			Toner and cartridges	4000-4999: Books And Supplies	General Unrestricted	9000.00
			Supplies for office	4000-4999: Books And Supplies	General Unrestricted	1000.00
			Paper	4000-4999: Books And Supplies	General Unrestricted	3000.00
			Warehouse orders for classroom	4000-4999: Books And Supplies	General Unrestricted	2300.00
Title 1 Parent newsletters, flyers, notices, parent nights, compacts, and surveys. PBIS materials.	2017-2018	Project Teacher, Principal	Toner and cartridges	4000-4999: Books And Supplies	Title I Part A: Allocation	2500.00
			Paper	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.00

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 2018	Principal and staff	Analyze data			
Develop and implement strategies to improve school connectedness	2017-2018	Principal and Staff	Parent Square			
PBIS	2017-2018	PBIS team members	PBIS supplies and materials for student recognition, activities and incentives	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
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies.	2017-2018	Counselor	Salary	1000-1999: Certificated Personnel Salaries	District Funded	
Parent communication and involvement will be encouraged through the use of Homework Folders, classroom newsletters, Las Flores website, monthly school activities, family nights, flyers sent home, marquee and Parent Square.	2017-2018	All staff	Supplies for Family Nights	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
			Homework Folders/ 5th grade planners	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1000.00
			Title 1 parent involvement activities and supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	466.00
			Additional supplies for family nights and activities	4000-4999: Books And Supplies	Title I Part A: Allocation	1221.54

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 Results
Findings from the Analysis of this Data:
2015-16 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 - 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 and support to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2017-2018	District Project Teachers	District level collaboration meetings 3 times a year per grade level	1000-1999: Certificated Personnel Salaries	District Funded	
				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
Create and implement a school wide ELD plan for designated and integrated instruction	September	Principal and Staff	Develop and implement plan 30 minutes of designated instruction daily			
Continue to support English Language Learners and their families by providing information and support through English Learner Advisory Committees	Twice a year	Principal and District Project Teacher	Two meetings held at the site during the year	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded District Funded	
Before school intervention for EL students	2017-2018	Teacher	Before school intervention offered by grade levels throughout the year. Funded in goal #1			
EL designated instructional materials aligned with EL standards	2017-2018	Classroom Teacher				

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
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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	45,942.00	0.00
Title I Part A: Allocation	38,661.00	0.00
Title I Part A: Parent Involvement	1,966.00	0.00
Intervention (BS/AS)	5,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	45,942.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	38,661.00
Title I Part A: Parent Involvement	1,966.00

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

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	15,811.00
3000-3999: Employee Benefits	1,839.00
4000-4999: Books And Supplies	52,969.00
5000-5999: Services And Other Operating Expenditures	20,950.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Unrestricted	38,942.00
5000-5999: Services And Other Operating	General Unrestricted	7,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,261.00
3000-3999: Employee Benefits	Intervention (BS/AS)	739.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	11,550.00
3000-3999: Employee Benefits	Title I Part A: Allocation	1,100.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,061.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	13,950.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,966.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,081.46
Goal 3	30,300.00
Goal 4	5,187.54

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
Catherine Bachman				X	
Anna-Marie Daley				X	
Greg McAllister				X	
Katherine McLaughlin				X	
Brooke DeWolfe				X	
Kathleen Konopak		X			
Emily Lane		X			
Terry McGuire		X			
Krystal Park			X		
Susan Marvin	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.



Documents ([Active](#) | [Archived](#))

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-10-31		View	View	26

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[School Site Council Membership](#)

Recommendations and Assurances

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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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

<input type="checkbox"/>	State Compensatory Education Advisory Committee	_____	Signature
<input type="checkbox"/>	English Learner Advisory Committee	_____	Signature
<input type="checkbox"/>	Special Education Advisory Committee	_____	Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____	Signature
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement	_____	Signature
<input type="checkbox"/>	Compensatory Education Advisory Committee	_____	Signature
<input type="checkbox"/>	Departmental Advisory Committee (secondary)	_____	Signature
<input type="checkbox"/>	Other committees established by the school or district (list):	_____	Signature

- 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.
- 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.
- This SPSA was adopted by the SSC at a public meeting on November 1, 2017

Attested:

Susan Marvin

Typed Name of School Principal

Susan Marvin 11-1-17

Signature of School Principal Date

Kathleen Konopak

Typed Name of SSC Chairperson

Kathleen Konopak 11-1-17

Signature of SSC Chairperson Date

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[School Site Council Membership](#)

Recommendations and Assurances

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)