

The Single Plan for Student Achievement

School: Jefferson Elementary School
CDS Code: 10-62414-6007140
District: Sanger Unified School District
Principal: Samuel Polanco
Revision Date: 10/10/2017

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:

Contact Person: Samuel Polanco
Position: Principal
Phone Number: (559) 524-6252
Address: 1110 Tucker Avenue
Sanger, CA 93657
E-mail Address: samuel_polanco@sanger.k12.ca.us

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School Vision and Mission

Jefferson Elementary School's Vision and Mission Statements

Jefferson Instructional Vision:

Tigers will collaborate, communicate, think critically and be creative in an engaging rigorous environment supported by universal access.

District Vision:

All students have options and opportunities to demonstrate what they learn and opportunities to be successful and achieve their dreams.

School Profile

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Jefferson is one of fourteen schools in Sanger Unified School District. Jefferson is K-5 school with a population of 410

kindergarten through 5th grade. The school has a gender mix of 52% male and 48% female. Special populations include: Special Education [RSP] 5%, Migrant Education & English Learners 50%. Jefferson's student populations include 203 English Learners and 31 students with disabilities. All students receive a free lunch. All subgroups including Hispanic/Socioeconomically disadvantaged and English Language Learners met the AYP goals in previous CST Testing, and have shown significant growth under the new CAASPP Testing.

School Demographics Profile:

Sanger Unified School District is made up of twenty-one schools. There are fourteen elementary sites, a middle school and one comprehensive high school. There are two K-8 and one K-12 charter schools. In addition, there is an alternative education continuation school, an alternative education independent study school, a community day school, and an adult school. The district covers 180 square miles and serves a population of 31,000. Within the boundaries of Sanger Unified are the city of Sanger and the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley and portions of the Sunnyside area of metropolitan Fresno. Attendance in the District's schools currently numbers 11,360 students. The district is rich in agriculture to the east and south, while the north and west are a combination of agriculture and suburban areas.

The students at Jefferson Elementary represent a large population of minority and low socio-economic diversity. One hundred (100%) percent of the students receive free or reduced-price meals. The ethnic composition of the school currently includes 95% Hispanic, 3% White, 0.2 % Asian, 0.4% African American and 1.4% multiple.

Jefferson has a pre-school program that prepares students for K-5 education at Jefferson. Jefferson has access to a Library and multimedia resources.

There is a staff of 20 full time credentialed teachers. All staff maintains an Elementary/Self-contained/multiple subject credential and CLAD/SDAIE English Learner Credential.

Regular parent communication is ongoing and encouraged throughout the year. Jefferson offers a weekly calendar which updates parents on activities for the week as well as upcoming events. Communication is also offered through phone messages, SSC, ELAC, Parent University classes, Facebook page, Schoolway app, website, parent-teacher conferences and PTO. All notices and phone calls go out in English and Spanish.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A

School Wide Survey was conducted in the Spring of 2017. Overall Jefferson had 89% return rate of surveys.

Jefferson had

a 86.5% rate of A/B responses for Overall School Quality.

Listed below are the top three positive comments along with the top three areas of need. In addition, our response to the needs are listed below:

Positive Comments:

1. **Excellent Highly Qualified teachers, knowledge of teachers, communication with teachers**
2. **Excellent home to school communication**
3. **Helpful and friendly staff**

Areas for Improvement:

1. **Security and Safety of Students:**
2. *To start off the 2017-18 School year, we implemented many changes to school safety and security. All school gates are locked at 8:05 AM and only one gate is open. The gate leads all visitors to the front office where they must check-in and check-out. The gate located on Quality street is no longer an access point to the school. All pick-ups and drop-offs are now done on Tucker with Quality street only used for bus loading and unloading zones. We have also added one additional campus noon-aide for a total of 5 and one District-wide Campus Safety Office dedicated to the elementary schools*
3. **More Student Clubs and Student Programs:**
4. *Jefferson is working towards becoming a performing arts school. We have a school-wide musical that is open to all students in grade 3-5. We have recently added 45 minutes of music instruction to all students in grades 2-4. We have*
5. *5th grade band where students can learn a musical instrument and perform during school events. Starting in October, Jefferson has dedicated art docents who instruct our students in various genres of arts lessons and activities. 4th grade will be hosting a gardening club. Robotics will be in it's second year and will be adding another age level to allow for more student participation. A student reporting and broadcasting club is also forming. Principal Polanco will be starting a workout club once football season ends.*
6. **Improve school lunches**
(Our district food services department has done a great job in adding new items to the menu. Sanger students have had an opportunity to taste test the new items and offer suggestions in keeping with the healthy food guidelines.)

Classroom Observations

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

Jefferson classroom observation focus has been centered around the Depth of Knowledge (DOK Levels) and the 4 C's (Collaboration, Communication, Critical Thinking and Creativity) The information below is a snap shot of classroom

observations throughout the year.

DOK level 1 8.6 %
DOK level 2 59.2%
DOK level 3 35%
DOK level 4 3 %

Examples of Rigor Include:

Higher Order Thinking skills 33 %
Writing Across Subject areas 41%
Citing Textual Evidence 17%
Differentiation 13%
Close Reading 10%
Multiple Opportunities to Demonstrate Knowledge 60%
Academic Vocabulary 55%
Non linguistic representations 42%

4 C's

Critical Thinking 58%
Creativity 44%
Collaboration 35%
Communication 88%

Jefferson has three individuals, Principal/Curriculum Support Provider/Literacy Specialist Teacher, all who conduct classroom visits/observation and provide individual coaching for teacher. Some of the years focuses are Student Engagement, use of PVLEGS, Technology Integration, Rigor of the lesson, and Formative Assessment to guide instruction.

Analysis of Current Instructional Program

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Multiple Measures used to monitor growth throughout the year. Measures include but are not limited to BAS, DPA, DIBELS, DIA, Concepts about Print, Letter ID, Decoding/Word recognition, Phonemic Awareness and formative and summative assessment from classroom, district and state level.

Focused and informed instruction requires a quick response to data. Jefferson has systems in place for ELA to modify instruction based on the forthcoming data. The need for the same type of system for math is still in planning stage.

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

Implementation of Formative Feedback and Assessments throughout the day, week and year are currently being developed and implemented. Staff Development continues this area to allow for a more diagnostic and prescriptive approach to curriculum embedded assessments.

Multiple Measures used to monitor growth throughout the year. Measures include but are not limited to BAS, DPA, DIBELS, DIA, Concepts about Print, Letter ID, Decoding/Word recognition, Phonemic Awareness and formative and summative assessment from classroom, district and state level.

Staffing and Professional Development

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

100 % of the teachers are Highly Qualified.

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

All teachers have been involved in professional development for ELA, ELD and math through both district and site trainings. Trainings are on going and teachers continue to strengthen their knowledge through collaboration in Professional Learning Communities and district networking. Second grade and fourth grade teachers are part of a pilot for Universal Design for Learning to support all students. Kinder, first, second, and third grade are in the 2nd year of guided reading implementation and training.

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

A needs assessment is utilized to determine the focus of professional development at the site and district levels. District and Site Administration are all included to all professional development trainings and are actively participating and determining next steps in the process. Jefferson teachers are involved in professional development at the site level twice a month. This a time to further the learning process and practice what was learned at the district trainings. Focus has been on DOK Levels, 4 C's, Formative Assessment and Active/Passive Learning, PVLEGS, and incorporation of technology to support student learning.

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

Sanger teachers have received professional development from top experts in the field. Administrators have also the opportunity to learn from experts such and Michael Fullan and Timothy Kanold. A book club was also established to increase collaboration and deepen sustained learning. The Curriculum Support Provider (CSP) and the Literacy Specialist Teacher (LST) provide support on a daily basis.

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

The success of Jefferson has been the collaborative culture of the staff. All teachers meet with their Professional Learning Communities on a weekly basis. Teachers believe in each other and in their students. Collective Commitments are made to deepen the process of lesson design, assessments and best practices. Collaborative data based action planning leads to student growth.

Teaching and Learning

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

Grade Level Cohorts made up of teachers from each school have been developing and revising grade level units of study to align curriculum, instruction and materials to grade level content standards. Teachers have taken these units and have added strategies and materials to differentiate for the needs of their students.

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

Jefferson exceeds recommended instructional minutes for ELA and Math.

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

Jefferson teachers work collaboratively to appropriately pace lessons to allow for mastery and coverage of essential standards. Schedules are also created for individuals or groups of students to meet their instructional needs including intervention, reading development and special education services.

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

All students are engaged in standards based instructional materials which are available in all classrooms. Intervention curriculum and material is researched based and followed with fidelity.

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

All materials used at Jefferson have been approved by the State Board of Education.

Opportunity and Equal Educational Access

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

All underperforming students are provided additional services to meet standards. The master schedule has been developed to provide services during the regular school day in addition to after school support.

14. Research-based educational practices to raise student achievement

All students needing intervention, receive research based instruction to raise student achievement.

Parental Involvement

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

Jefferson currently is serving 140 students in the Learning Enrichment Activity Program (LEAP) which provides tutoring services and enrichment programs.

Parents are served through the Parent University Classes and the onsite Family Resource Center.

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)

Jefferson in partnership with the Family Resource has been able to provide Parent University Classes throughout the year. Last year, thirty-two parents graduated with 20 hours or more of classes attended.

Jefferson Parents have also had the opportunity to attend after school tutoring provide by the teacher. The focus has been to teach the parents about common core math standards so that they can help their children at home.

Jefferson teachers have also provided parent classes in areas such as reading and math.

Jefferson will continue to hold Family Literacy Nights, where families can come and learn how to improve reading skills. We have had over 175 in attendance for each of the past two events.

The School Site Council meets quarterly to plan, implement and evaluate on Con App programs.

The English Language Advisory Committee also meets quarterly to review and discuss school business.

They have also had the opportunity to visit classrooms and learn more about English Language Development.

Funding

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

Funding sources are used to provide direct services to students who are underperforming. Jefferson has one full time and one four hour reading development teachers as well as a curriculum support provider and one literacy specialist teacher to provide these direct services.

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, and the single plan for Student Achievement.

Description of Barriers and Related School Goals

With 46% of the Jefferson population being English Language Learners, there is a constant focus on English Language Development. We provide designated and integrated ELD for all students.

Intervention and Reading Development services are available to students who are struggling readers. The process for determining the need for the Reading Development Program includes data driven decision making.

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	69	63	75	69	61	75	69	61	75	100.0	96.8	100
Grade 4	65	69	62	65	68	62	65	68	62	100.0	98.6	100
Grade 5	65	69	68	64	69	68	62	69	68	98.5	100	100
All Grades	199	201	205	198	198	205	196	198	205	99.5	98.5	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	2381.5	2416.1	2390.8	6	21	16.00	23	20	17.33	26	26	22.67	45	33	44.00
Grade 4	2403.4	2422.3	2407.1	3	10	9.68	12	18	6.45	28	26	30.65	57	46	53.23
Grade 5	2443.1	2455.8	2441.3	3	4	2.94	13	23	22.06	34	26	29.41	47	46	45.59
All Grades	N/A	N/A	N/A	4	12	9.76	16	20	15.61	29	26	27.32	49	42	47.32

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	4	18	12.00	42	36	30.67	54	46	57.33	
Grade 4	3	12	6.45	35	40	43.55	62	49	50.00	
Grade 5	2	3	7.35	39	39	50.00	60	58	42.65	
All Grades	3	11	8.78	39	38	40.98	58	51	50.24	

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	7	25	21.33	45	41	37.33	48	34	41.33
Grade 4	5	13	14.52	54	44	38.71	42	43	46.77
Grade 5	2	13	8.82	52	54	48.53	47	33	42.65
All Grades	5	17	15.12	50	46	41.46	45	37	43.41

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	6	15	6.67	65	64	64.00	29	21	29.33
Grade 4	2	4	8.06	65	63	46.77	34	32	45.16
Grade 5	2	3	4.41	74	62	57.35	24	35	38.24
All Grades	3	7	6.34	68	63	56.59	29	30	37.07

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	14	28	28.00	46	46	42.67	39	26	29.33
Grade 4	5	9	9.68	51	54	50.00	45	37	40.32
Grade 5	11	19	11.76	63	59	48.53	26	22	39.71
All Grades	10	18	17.07	53	54	46.83	37	28	36.10

Conclusions based on this data:

1. 12% increase in ELA for all students from 2015 school wide from 20% to 32%.
16% increase in ELA for our ELs in 2015.
2. IBA, IABs more frequently to help prepare students to understand verbiage from test
3. Students need to work on technology devices everyday so that they are able to confidently demonstrate understanding of the subject matter content.

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	69	63	75	69	62	75	69	62	75	100.0	98.4	100
Grade 4	65	69	62	65	68	62	65	68	62	100.0	98.6	100
Grade 5	65	69	68	63	69	68	63	69	68	96.9	100	100
All Grades	199	201	205	197	199	205	197	199	205	99.0	99	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	2387.9	2419.8	2411.0	3	15	6.67	25	26	36.00	25	24	29.33	48	35	28.00
Grade 4	2402.0	2394.5	2415.9	2	0	8.06	5	7	9.68	43	29	32.26	51	63	50.00
Grade 5	2415.0	2454.3	2426.9	2	7	2.94	3	7	4.41	21	32	30.88	75	54	61.76
All Grades	N/A	N/A	N/A	2	7	5.85	11	13	17.56	29	29	30.73	57	51	45.85

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	9	31	20.00	43	35	45.33	48	34	34.67
Grade 4	5	1	12.90	18	18	17.74	75	81	69.35
Grade 5	3	10	1.47	13	26	20.59	84	64	77.94
All Grades	6	14	11.71	25	26	28.78	69	60	59.51

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	7	23	12.00	39	37	56.00	54	40	32.00
Grade 4	2	3	8.06	37	41	35.48	60	56	56.45
Grade 5	0	7	4.41	16	26	30.88	84	67	64.71
All Grades	3	11	8.29	31	35	41.46	65	55	50.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	27	12.00	48	48	64.00	38	24	24.00
Grade 4	3	3	9.68	38	25	29.03	57	72	61.29
Grade 5	3	3	2.94	27	45	36.76	70	52	60.29
All Grades	7	11	8.29	38	39	44.39	54	50	47.32

Conclusions based on this data:

1. 7% increase in Math for all students school wide from 13% to 20%.
17% increase in Math for ELs in 2015 school wide from 4% to 21%
2. Technology plays a much bigger role in the SBAC assessment. Jefferson has invested in additional devices to allow for better prepared and more confident students.
3. Continue to build all math claims-continue to justify answers and communicate reasoning in writing in every lesson with tech as much as possible.

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				***	17			67		***	17				
1	12			35	34		41	34		9	28		3	3	
2	21	21		39	40		32	21		8	14			2	
3	8	24		13	35		46	26		23	12		10	3	
4	19	32		37	21		37	21		5	21		2	5	
5	21	37		32	40		32	17		15	3			3	
Total	16	22		31	34		37	25		13	16		3	3	

Conclusions based on this data:

- 70.74% of students met AMAO 1 Annual Growth
32.63% of students met AMAO 2A target
72.72% of students met AMAO 2b target
- AMAO 1, 2b demonstrated the greatest growth while 2a demonstrated a slight drop in growth (Strength)
Emphasis of listening and speaking sentence frames and vocabulary.
- We need to deepen listening and speaking skills by using many variabilities (UDL) edpuzzle, seesaw, pvlegs, vacaroo, RASA to prepare students for sbac and 21st century learning

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	2			5	3		30	46		33	23		30	29	
1	11			34	32		37	35		8	29		11	3	
2	20	21		39	42		29	21		10	14		2	2	
3	8	24		15	32		45	26		23	13		10	5	
4	18	30		36	23		39	20		5	20		2	8	
5	20	34		31	41		31	19		14	3		3	3	
Total	13	18		27	29		35	27		15	17		10	8	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT:
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Develop a system of formative assessment that informs instruction throughout the school.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Specialist	Hired	Principal	<p>Provide Professional Development in district/site literacy materials.</p> <p>Identify students who are more than one year behind grade level.</p> <p>Provide demonstration lessons and coaching sessions on a daily basis.</p>	1000-1999: Certificated Personnel Salaries		
Curriculum Support Provider.	August 2017	Principal	<p>Advertise, interview and hire a highly qualified teacher.</p> <p>Provide professional development in district/site literacy materials.</p> <p>Provide classroom observation feedback and coaching opportunities.</p> <p>Identify and provide material/resources needed along with professional development in curriculum, instruction and technology.</p>	1000-1999: Certificated Personnel Salaries	Title I	48,939
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56,757

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Effective Tier 1 Instruction: <ul style="list-style-type: none"> HLTA #1 <ul style="list-style-type: none"> Standards based teaching, collaboration about essential learning standards, data driven decision making about best instructional strategies Vocabulary <ul style="list-style-type: none"> Teacher Goal: Increase academic vocabulary school wide (teacher summit) Purposeful addition of vocabulary in academic discourse, continue to focus on PV LEGS Purposeful lessons centered on adding high academic vocabulary within writing Writing <ul style="list-style-type: none"> Teacher Goal: Increase student ability to write on grade level (teacher summit) Coaching provided by LST and supported by ELD Lead and CSP and include teachers from Writing Task Committee Standards specific writing lessons <ul style="list-style-type: none"> Peer observation of writing lessons Writing Task Committee members drive PD for staff 	<ul style="list-style-type: none"> Ongoing classroom assessments One time ICA data Ongoing IAB data Ongoing observations (at least weekly) 	<ul style="list-style-type: none"> Teachers Principal LST/ CSP/ ELD Lead 	CAASPP Incentives	4000-4999: Books And Supplies	LCFF - Base	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coaching / Professional Development <ul style="list-style-type: none"> Coaching <ul style="list-style-type: none"> Ongoing daily classroom observations with feedback from Polanco, LST, ELD/RTI Lead, and CSP New coaching feedback form to support effective teaching strategies Coachup writing and model use in all content areas Use Writing Task Committee members to help facilitate PD for school site and be extra resources for PLCs Resident Teachers <ul style="list-style-type: none"> Build capacity in resident teachers to run small groups, provide reteach and tier 2 supports, increase effective instruction through co-teaching model Professional Development <ul style="list-style-type: none"> Grade level PD days used to collaborate with other school sites to revise scope and sequence to align with CCSS Revisit K-2 scope and sequence to align with CCSS (not only DPA) utilizing Sanger Learns Staff Meetings used to break apart essential standards and provide opportunities for vertical articulation (focus on HLTA #1) 	<ul style="list-style-type: none"> Ongoing classroom assessments One time ICA data Ongoing IAB data Ongoing observations (at least weekly) 	<ul style="list-style-type: none"> Principal LST/ CSP/ ELD Lead Writing Task Force Committee Members 	Materials and Food for Staff Meetings	4000-4999: Books And Supplies	LCFF - Base	1,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT:
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Develop solid Tier 2 and Tier 3 services for students who have the need.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded n ?English Language Arts and Mathematics.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to employ 2 full-time reading intervention teachers. One will focus on ELD and RTI needs.	2016-2017	Principal	Provide highly qualified reading intervention teachers to close the achievement gap.	1000-1999: Certificated Personnel Salaries	Title I	55,805
			Provide professional development in district/site literacy material. Meet with teachers and discuss students who require tier 2 intervention. Lead discussions as they pertain to Long Term English Language Learners. Identify high quality materials/equipment needed to complete the task.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56,757
Student recognition	2017-2018	Principal	A CELDT rally for students taking the CELDT test. A celebration rally for students who meet the requirements for reclassification. Students who are redesignated to RFEP will receive a special celebration.	None Specified	Title I	500
Instructional materials for English Language learners.	2016-2017	Principal	Instructional materials and supplies to support English Learners and SED students.	4000-4999: Books And Supplies	Title I	3,655

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase standards-based curriculum and supplementary materials, including technology, for all subject areas and to meet the needs of all students.			Instructional materials and supplies to support students below grade level English Learners and SED students.	4000-4999: Books And Supplies	LCFF - Supplemental	29,851
			iPads for primary listening centers.	4000-4999: Books And Supplies	LCFF - Supplemental	4,577

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELD:</p> <ul style="list-style-type: none"> Continue and increase focus on collaboration in ELD.PI.K-12.1. Continue PVLEGS K-5 Continue use of Language Matrix Continue Designated ELD support through sentence frames and vocabulary <p>Mentor Text:</p> <ul style="list-style-type: none"> Mentor Text to increase analysis on writing for deeper understanding of language and its use Mentor Text Weaved with UDL <ul style="list-style-type: none"> Mentor text reflect engaging topics to strengthen school's implementation of UDL's guideline of engagement. Establish writing rubrics to give students more focus on writing process via discussed at writing task committee Expand collaboration on ELs during PLCs by adding EL Site Contact <p>ELD Lesson Focus:</p> <ul style="list-style-type: none"> Use Essential Features for Language Development (Zwiers) (COATS) to guide how ELD lessons designed by teachers to gain the most communication 	<p>-Weekly, Monthly</p> <p>-Ongoing deployment assessments</p>	<p>-EL Site Contact/Lead</p>		<p>4000-4999: Books And Supplies</p>		

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT:
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Provide a safe environment for all students where students want to attend on a daily basis. Follow the Positive Behavior Intervention Systems (PBIS) along with a Community of Caring focus to create a positive school culture.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Safety Communication Improvements	2016-2017	Principal	10 radios to support student safety.	5900:	Communications	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will have monthly PBIS Team Meetings to look at data and discuss problem areas.	August-May Meetings	Principal, psychologist, PBIS Team	Meetings to be held to discuss PBIS data and develop plans for problem area	None Specified	None Specified	0
Utilize the school counselor to contact parents who are on the verge of entering the SARB Process.	September-May	School Counselor, Principal	The school counselor None Specified will call and or meet with parents who are in danger of entering the SARB Process.	None Specified	None Specified	0
Increasing Student Achievement	September - May	Principal	Incentives for student attendance, perfect attendance club.	4000-4999: Books And Supplies	LCFF - Supplemental	200

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	16,000.00
LCFF - Supplemental	148,142.00
None Specified	0.00
Title I	108,899.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	218,258.00
4000-4999: Books And Supplies	54,283.00
None Specified	500.00

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	LCFF - Base	16,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	113,514.00
4000-4999: Books And Supplies	LCFF - Supplemental	34,628.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	104,744.00
4000-4999: Books And Supplies	Title I	3,655.00
None Specified	Title I	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,696.00
Goal 2	151,145.00
Goal 3	200.00

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
Nelida Gomez				X	
Elliot Rodriguez				X	
Magally Celis de Aguilar				X	
Monica Gonzalez				X	
Norma Villa				X	
Rosario Moreno*					
Yvette Moreno*					
Cathy Moreno			X		
Rhonda Tyler*					
Samuel Polanco	X				
Tabitha Martinez		X			
Marissa O'Donnel		X			
Teacher 1		X			
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 18, 2016.

Attested:

Samuel Polanco

Typed Name of School Principal

Signature of School Principal

Date

Elliot Rodriguez or Rhonda Tyler

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date