

The Single Plan for Student Achievement

School: Lincoln Crossing Elementary School
CDS Code: 31-66951-0113068
District: Western Placer Unified School District
Principal: Mark Rodriguez
Revision Date: October 1, 2014

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: Mark Rodriguez
Position: Principal
Phone Number: (916) 434-5292
Address: 635 Groveland Lane
Lincoln, CA 95648
E-mail Address: mrodriguez@wpusd.k12.ca.us

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
Academic Performance Index by Student Group	8
English-Language Arts Adequate Yearly Progress (AYP).....	9
Mathematics Adequate Yearly Progress (AYP).....	10
CELDT (Annual Assessment) Results.....	11
Title III Accountability (School Data)	12
Title III Accountability (District Data).....	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	17
School Goal #3	19
School Goal #4	21
Centralized Service Goal #2	23
Summary of Expenditures in this Plan.....	24
Total Expenditures by Object Type and Funding Source	24
Total Expenditures by Funding Source	25
Total Expenditures by Object Type.....	26
Total Expenditures by Goal.....	27
School Site Council Membership	28
Recommendations and Assurances.....	29

School Vision and Mission

Lincoln Crossing Elementary School's Vision and Mission Statements

At Lincoln Crossing Elementary School everyone works together to create a positive atmosphere where students are becoming independent learners.

School Profile

Lincoln Crossing is located at 635 Groveland Lane in Lincoln, California and is one of seven elementary schools in the Western Placer Unified School District. The school's enrollment is approximately 665 students with 5 kindergarten classes, 4 first grade, 4 second grades, 4 third grades, 3 fourth grades, 3 fifth grades, and a fourth/fifth combination. Class sizes average 24 at kindergarten, 28 in grades 1 – 3, and 31 in grades 4 – 5. The ethnic diversity of the students attending the school are as follows: 4.1% American Indian, 7.1% Asian, 1.8% Pacific Islander, 6.4% Filipino, 3.8% African American, 76.5% White, and 0.3% unstated. 51% are male and 49% are female.

The staff at Lincoln Crossing provides a strong academic program for the students. The instructional program is based on common core state standards. State standards have been adopted and implemented in language arts, math, social science and science. The school day begins at 8:15 am and ends at 2:40 pm.

Support services include a Resource Program, Occupational Therapy, Speech and Language, Science, and Music.

Parents are involved through assisting with the Site Based Leadership Team (SBLT), Parent-Teachers' Club (PTC), annual events, and regular volunteering with classroom activities. Parents support PTC activities such as educational/enrichment assemblies, family nights, purchasing supplies/materials/equipment, as well as various fundraisers.

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).

No surveys taken at this time.

Classroom Observations

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

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports.

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)

At the start of each year, teachers review student performance on state and local assessments in an effort to evaluate their instructional program for the prior year and establish priorities, or SMART goals, for the current year. In reviewing this data, staff consistently identify the need for targeted intervention.

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

Staff meet weekly in professional learning communities to evaluate specific formative assessments, develop short-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals.

Staffing and Professional Development

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

All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

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

All teachers are appropriately credentialed, have access to each component of the core curriculum, and deliver the curriculum so as to address the content standards and district pacing guides. All teachers received more than a full day of training in the use of the newly adopted math curriculum.

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

All staff development is developed to support the district's annual goals, the school site's annual goals, and the assessed needs of students.

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

A district math coach is available to work with teachers. Peer coaching and the district staff development plan supports the district and site curriculum goals.

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

All teachers participate in grade level Professional Learning Communities weekly on early release Mondays.

Teaching and Learning

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

All subject areas, report cards, and testing are aligned with California Common Core State standards.
Instruction and lessons come from standards within the district adopted texts
Teachers use supplemental materials where needed for specific grade/subject areas.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition, time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

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

The district, with help of grade level teacher representatives, has developed a pacing guide which teachers use to guide their instructional scope and sequence. Time is scheduled into the school day four times each week for targeted reading intervention during Universal Access times.

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

Texts available through WPUSD for all K-6 student population
Supplemental materials have been and can be supplied by the Site Based Leadership Team.
Language arts: Houghton Mifflin, has lessons for levels of learning and supplemental materials available
Software supplements to assess comprehension and produce worksheets are available
enVision Math is our newly adopted math textbook that is aligned with the CA Common Core State Standards
All classes have proper music materials
WPUSD Board of Trustees has annual resolution confirming instructional materials available to students

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)

Language arts texts have re-teaching books.
Language arts, math, and art/music sets all offer resources for multi-ability levels
The new enVision Math textbooks have intervention and enrichment materials for every lesson.

Opportunity and Equal Educational Access

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

Parent volunteers assisting students in class
One to one remedial time with team teacher and district paid aide in kindergarten
Language arts remedial lessons and ELD lessons
Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
Possible retention notices list school staff and parent actions for student progress
Teachers teach all content standards in each grade level
Cross age tutors – study buddies – with older students helping younger students
Student teachers utilized at times during the year in specific classes
Decodable leveled books used to assist students
Universal Access Times
Supplemental materials and strategies shared among staff to assist lower performing students
Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and

guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP).
Preteach and reteach opportunities
School-based resource program

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), core curriculum intervention and enrichment activities, and district adopted ELL materials.

Parental Involvement

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

STAR Before and After School Program from 6:00 a.m. -6:00 p.m. for student academic, recreational, and enrichment activities
Lighthouse Resource Center services for family, parent, student counseling and guidance services
SST meetings to assess and assist student needs with faculty/parent input
Parent/teacher conferences with minimum days set for this communication
PCOE courses available
WPUSD in-services available
Special Education SDC, RSP & Speech
Assemblies focused on educational and character trait development
Enrichment field trips
Health Clerk time available to assist students' physical needs
Teacher notes/communication systems set re: student progress/concerns with parent response expected
Kindergarten class size reduction Option 2
Parent volunteers in classrooms
Instructional assistants for academics in RSP and SDC
Before and After-School tutoring
Approximately 160+ minutes of prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
Community sports programs (soccer, football, baseball, basketball)
Child Protective Services assistance as needed
Library time scheduled for all students weekly

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)

N/A

Funding

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

Accelerated Reader and Math program to assess reading comprehension and to motivate students to read.
Many various supplemental materials, as requested and funds available, for staff to assist student needs
Special education funds assist with SDC, RSP, Speech, Psychologist personnel
Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

18. Fiscal support (EPC)

The site receives \$21/student for general funds, LCFF funds (about \$25,000 this year), and lottery funds (\$500/teacher). The

Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

Description of Barriers and Related School Goals

Funding, varied academic abilities of students.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	406	430	N/A	252	258	N/A	3	10	N/A	31	31	N/A
Growth API	853	844	N/A	860	850	N/A			N/A	881	863	N/A
Base API	843	852	N/A	846	860	N/A			N/A	835	881	N/A
Target	A	A	N/A	A	A	N/A			N/A			N/A
Growth	10	-8	N/A	14	-10	N/A			N/A			N/A
Met Target	Yes	Yes	N/A	Yes	Yes	N/A			N/A			N/A

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	69	76	N/A	35	39	N/A	75	87	N/A	53	52	N/A
Growth API	821	819	N/A	770	797	N/A	829	809	N/A	732	733	N/A
Base API	825	822	N/A	715	770	N/A	789	828	N/A	732	733	N/A
Target	A	A	N/A			N/A	5	A	N/A			N/A
Growth	-4	-3	N/A			N/A	40	-19	N/A			N/A
Met Target	Yes	Yes	N/A			N/A	Yes	Yes	N/A			N/A

Conclusions based on this data:

1. There was no data to base any conclusions on this year.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	267	284		170	172		--			23	24	
Percent At or Above Proficient	65.8	66.0		67.5	66.7		--	--		74.2	77.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		98	100		99	100		100	100	
Number At or Above Proficient	42	44		15	21		46	50		21	24	
Percent At or Above Proficient	60.9	57.9		42.9	53.8		61.3	57.5		39.6	46.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. No conclusions as there is no data from last year.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	281	276		171	166		--			27	26	
Percent At or Above Proficient	69.2	64.2		67.9	64.3		--	--		87.1	83.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		98	100		99	100		100	100	
Number At or Above Proficient	47	43		19	23		52	49		30	27	
Percent At or Above Proficient	68.1	56.6		54.3	59.0		69.3	56.3		56.6	51.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. No conclusions at this time because there is no new data.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	8	4	33	5	42			2	17	12
2	1	8	2	15	7	54	1	8	2	15	13
3	1	9	3	27	2	18	3	27	2	18	11
4	1	20	2	40	2	40					5
5			8	89			1	11			9
Total	4	8	19	38	16	32	5	10	6	12	50

Conclusions based on this data:

1. The majority of students are scoring at the Intermediate or above levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	37	48	50
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	37	48	50
Number Met	25	30	26
Percent Met	67.6%	62.5%	52.0%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	9	51	6	51	8
Number Met	11	--	22	--	15	--
Percent Met	27.5%	--	43.1%	--	29.4%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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 AMAO1 targets were met as was the AMAO target for those students receiving EL instruction for less than five years.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

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 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: Student Achievement in Meeting Academic Standards
LCAP GOAL:
Aligns with LCAP Goals 1, 2, & 4 and LCAP Priority Areas 2, 4, 5, and 7.
LEA GOAL:
Aligns with LEAP Goals 1 & 5
SCHOOL GOAL #1:
All students will reach high standards in Literacy (ELA), Mathematics and Science.
Data Used to Form this Goal:
New baseline data will be generated this year with SBAC scores.
Findings from the Analysis of this Data:
Not applicable as there were no student scores reported this year for SBAC.
How the School will Evaluate the Progress of this Goal:
Frequent formative assessments, district benchmarks and SBAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with CA Common Core State Standards A. Teachers will be provided with planning time to develop intervention supports for under performing and English Learner students. B. Teachers will provide intervention supports to under performing and English Learner students. C. Language Arts pacing guides and assessments utilized to ensure	Ongoing	School Staff	Extra duty pay, release time during school day, Intervention Service Provider, or tutoring.	1000-1999: Certificated Personnel Salaries	LCFF--Supplemental	14700.00
			Materials Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	1000.00
			Renaissance Learning - Accelerated Reader	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	3571.25

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>instruction is matched to standards at each grade level.</p> <p>D. Provide organizational supports for student success</p> <p>F. Technology Support for Curriculum</p>						
<p>Extended Learning Time</p> <p>A. Integration of instructional strategies to address the learning needs of students identified as under performing and for English Learners.</p> <p>B. Provide materials/programs/training that support under performing and EL students.</p> <p>C. Renewal of online subscriptions to measure and encourage the development of student reading and comprehension, along with measuring and documenting student growth in academic areas over time.</p> <p>D. Universal Access time used to group students across the grade level for targeted instruction and enrichment.</p>	Ongoing	School Staff	ESGI Kindergarten Assessment Program	5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental	745.00
			Intervention Materials/Books	4000-4999: Books And Supplies	LCFF–Supplemental	507.75
<p>Increased Educational Opportunity</p> <p>A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.</p> <p>B. Providing programs that motivate students to read for pleasure and recognize student achievement</p>	Ongoing	School Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. Staff Development and Professional Collaboration</p> <p>B. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction</p> <p>C. Grade levels meet with district peer coach for 1/2 days several times throughout the year to review best practices and current research on math instruction.</p>	Ongoing	School Staff	Substitutes for Monthly Release Time	1000-1999: Certificated Personnel Salaries	LCFF--Supplemental	1800
<p>Community Support & Student Recognition</p> <p>A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in meeting standards.</p>	Ongoing	School Staff	Parent Conference Scheduler	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	254

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: EL Achievement on CELDT
LCAP GOAL:
Aligns with LCAP Goals 1, 2, & 4 and LCAP Priority Areas 2, 4, 5, & 7
LEA GOAL:
Aligns with LEAP Goals 1, 2, and 5
SCHOOL GOAL #2:
All students will improve by one level on the CELDT test each year.
Data Used to Form this Goal:
Results of CELDT testing
Findings from the Analysis of this Data:
Analysis will allow us to measure progress of our EL students as well as to analyze further needs.
How the School will Evaluate the Progress of this Goal:
ELA assessments that test listening, speaking, reading, and writing, CELDT results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards A. Grade level long/short range planning of instruction aligned to content standards B. Grade level goals aligned to content standards to improve student achievement for all sub groups. C. Pacing guides and assessments utilized to ensure all student learn the same essential standards.	Ongoing	School Staff	Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	LCFF--Supplemental	1000
			Support Materials for English Learners	4000-4999: Books And Supplies	Economic Impact Aid	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Manipulatives and instructional support materials utilized to supplement and enhance the core curriculum. E. Provide organizational supports for student success F. Technology Support for Curriculum						
Extended Learning Time A. Provide materials/programs/training that support all students including under performing EL and GATE students.	Ongoing	School Staff				
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	School Staff				
Staff Development and Professional Collaboration A. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	School Staff				

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: Parent Involvement/Engagement
LCAP GOAL:
Aligns with LCAP Goals 1, 2, 4, & 6; and LCAP Priority Areas 3, 4, 5, and 6
LEA GOAL:
Aligns with LEAP Goals 1, 2, and 5
SCHOOL GOAL #3:
Parents and guardians will be involved and participate in the decision-making process as related to the educational programs of students. Parent participation in monthly PTC meetings will increase from 3 parents to an average of at least 7 parents.
Data Used to Form this Goal:
Minutes from School Site Council meetings and PTC meetings
Findings from the Analysis of this Data:
Previously, there were only an average of three parents regularly attending the PTC meetings.
How the School will Evaluate the Progress of this Goal:
Minutes from School Site Council meetings and PTC meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide outreach programs and information to parents encouraging parent participation in school programs and activities. Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other	Ongoing	School Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>events to educate, inform, and assist parents in supporting their child(ren) in social and academic growth.</p> <p>B. Work with local organizations to enhance our student recognition programs.</p>						

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: School Climate
LCAP GOAL:
Aligns with LCAP Goal 5; and LCAP Priority Areas 1, 5, and 6
LEA GOAL:
Aligns with LEAP Goal 4
SCHOOL GOAL #4:
All students will be educated in a learning environment that is safe, drug-free, and conducive to learning.
Data Used to Form this Goal:
Discipline data including number of documented disruptions to the learning environment, in-house suspensions and home suspensions.
Findings from the Analysis of this Data:
Analysis of data will allow us to review and re-evaluate current procedures to determine effectiveness and possible next steps.
How the School will Evaluate the Progress of this Goal:
Student surveys, parent surveys, and discipline data including number of documented disruptions to the learning environment, in-house suspensions and home suspensions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Student Opportunities A. Specialized field trips offered to support grade level curriculum B. Enrichment period offered to fourth/fifth grades C. Assemblies scheduled to integrate performing and fine arts with curriculum implementation D. Choir and grade level performances E. School-wide behavior plan,	Ongoing	School Staff	Leader in Me Coaching	5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental	1055
			Choir Stipend	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	970

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>including rewards and consequences, promotes consistent enforcement of school discipline.</p> <p>F. Leader in Me & Positive Action character education program/curriculum focusing on positive reinforcement, preventative interventions, and leadership skills.</p> <p>G. Monthly/Trimester awards given for positive actions, academic growth, and attendance.</p> <p>H. Development of student leadership with the creation of the Leadership Ambassadors.</p> <p>I. Provide numerous opportunities for students to engage in real leadership activities.</p>						
<p>B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices and that reinforce the school-wide behavior plan</p>					Parent-Teacher Association (PTA)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #2:
All English learners will progress one language level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district EL Intervention Specialist will work closely with site administration to monitor ELD curriculum, instruction, and intervention to support language development of English learners.	2014-2015	Principal District EL Intervention Specialist	District EL Intervention Specialist Salary	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	560

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	Economic Impact Aid	200.00
1000-1999: Certificated Personnel Salaries	LCFF--Supplemental	17,470.00
4000-4999: Books And Supplies	LCFF--Supplemental	507.75
5000-5999: Services And Other Operating	LCFF--Supplemental	7,625.25

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	200.00
LCFF–Supplemental	25,603.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,470.00
4000-4999: Books And Supplies	707.75
5000-5999: Services And Other Operating Expenditures	7,625.25

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,578.00
Goal 2	1,200.00
Goal 4	2,025.00

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
Mark Rodriguez	X				
Patricia Shorkey			X		
Pam Cook		X			
Hilma Valtatie		X			
Megan Fidler				X	
Jennier Hancock				X	
Katie Novelo				X	
Richard Spencer				X	
Shannon Vestesen				X	
OPEN		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 10/30/2014.

Attested:

Mark Rodriguez

Typed Name of School Principal

Signature of School Principal

Date

Jennifer Hancock

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date