

The Single Plan for Student Achievement

School: Reagan Elementary School
CDS Code: 10-62414-0113043
District: Sanger Unified School District
Principal: John Hannigan
Revision Date:

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

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

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School Vision and Mission

Reagan Elementary School's Vision and Mission Statements

Mission Statement:

We, the Reagan Red Hawk Community, are committed to reaching new heights as we soar to academic excellence.

Our Vision

We envision that our school will take responsibility for the achievement of ALL students' academic and personal growth by working as a community to provide an engaging academic environment focused on student learning.

School Profile

Sanger Unified School District covers approximately 180 square miles in eastern Fresno County. The District includes the City of Sanger, the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley, a portion of the Sunnyside area of metropolitan Fresno, and suburban and rural areas of the cities of Fresno, Clovis, Fowler, Selma, and Parlier. Sanger Unified adjoins the school districts of Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier and Sierra Union. SUSD's Eastern and Southern areas are rich in agriculture while the Northern and Western portions are largely suburban with some agriculture. Sanger Unified serves approximately 10,000 students. The District contains eleven K-5-(6) elementary schools, one K-8 elementary school, one 7-8 middle school, one 9-12 comprehensive high school, one 9-12 continuation high school, one 7-12 alternative high school, one 7-12 community day school, one K-12 regional charter school, one K-8 environmental charter school and one K-8 academic charter school. Sanger Unified and all of its schools operate on a traditional school year calendar.

Description of the School

Reagan Elementary is located in the community of Sanger in the Central San Joaquin Valley. The school has an enrollment of 521 TK-5th graders. The ethnic composition of the students range from Hispanic, Caucasian and Other. Socioeconomic status ranges from middle income to high middle class income.

Reagan Elementary is one of the newest schools in the Sanger Unified School District. Reagan Elementary is located on the corners of Indianola and Church Avenues in the City of Sanger. The school operates on a traditional school calendar. We are committed to providing a strong instructional program for all students to ensure excellence in education.

During the 2017-2018 school year the school will serve approximately 521 Transitional Kindergarten - fifth grade students. About 70% of these students will participate in the Free or Reduced-Priced Lunch Program. Roughly 10% of the students are considered English Learners.

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 at the end of the 2015-2016 school year with results communicated via newsletter at the end of the 2015-2016 school year. Overall Reagan had an average of 85% A and B responses. The parents highlighted the following:

List the top three positive areas mentioned by parents.

Areas of Positive Comments by Parents (Ranked)	Number of Comments in this Area
School Staff (Principal/Teachers/Office)	172
Parent Involvement/Communication (correspondence, ClassDojo)	88
School Campus/Environment (clean, safe, location, family-oriented)	70

List the top three areas for improvement mentioned by parents.

Comments by Parents Suggesting Areas of Improvement (Ranked)	Number of Comments in this Area
Parking/Traffic (before and after school)	22
Add a Fence (around school for better safety and security)	14
Become a PreK-8th School (more classrooms/grade levels)	14

Classroom Observations

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

Classroom observations occur on a daily basis at Reagan Elementary. The principal and curriculum support provider (CSP) are in the classrooms providing feedback to teachers. The CSP also works with those teachers who ask for help or who are identified as needing more support. Teachers are formally observed 2-4 times during the school year and are evaluated 1-2 times formally.

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 Reagan, we utilize state data in order to analyze students grade level abilities in both math and language arts. Reagan Elementary is a Professional Learning Community School. All grade level PLCs meet weekly to review and use data to create intervention groups, plan strategic instruction, and move students toward proficiency levels. This data allows teachers to focus their plans around claims and targets which guide their year long instruction. District assessments are also used to assess progress toward claim data. These assessments also assist our teachers in making adjustments to their instruction.

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

Reagan teachers use common formative assessments to ensure students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the close of each unit through a district progress block assessment which provides teachers (and district administration) with data in each of the CCSS claims, allowing for guidance on action and instruction. Teachers then modify their instruction as needed.

Staffing and Professional Development

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

All Reagan staff are highly qualified for all positions taught.

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 provided ample professional development opportunities by both the site and school district. Various opportunities are given through the year to develop teachers in current math and ELA common core standards as well as instructional strategies for English Learners and special populations.

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

District provided professional development opportunities are to support both ELA and math. During these trainings, staff learn how the content standards work and how to assess those standards. PD is directly linked to grade level content standards in each subject area, as well as instructional strategies based on teacher request.

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

Curriculum Support Provider (CSP) and Literacy Specialist Teacher (LST) are used to support teachers on a daily basis. The CSP spends most of her time in grades 3-5 grade classrooms providing support to teachers around lesson planning, co-teaching, feedback, and providing resources. The LST focuses her time with the K-3 teachers focusing on guided reading, which happens to be one of our district initiatives to support early literacy. Staff also have access to an RSP teacher, reading intervention teacher, school psychologist, and speech and language pathologist.

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

Teachers at Reagan meet in their professional learning communities weekly for a minimum of 2 hours a week. Teachers in each grade level come together to discuss instructional strategies, common assessment, and student performance. These conversations lead teachers to make impactful, data driven changes to improve student achievement.

Teaching and Learning

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

Grade level PLCs meet to align curriculum, instruction and materials to the content and performance standards. The district has also provided a unit guide that our teachers use as guidance on when standards should be taught.

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

Reagan meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

Reagan's master schedule has built in intervention and English Language Development times for all grade levels.

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

Instructional materials are purchased and distributed by the district. Materials are appropriated for every enrolled student and are easily accessible.

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 Reagan 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)

At Reagan, students are provided with immediate help in the tier one program. Built into the regular program students are also given time for intervention, language development, literacy instruction, as well as other supports.

14. Research-based educational practices to raise student achievement

Students not on grade level in reading receive research based small group instruction. Progress is tracked weekly and discussed biweekly by the RTI team.

Parental Involvement

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

Parents have access to a wide variety of help from both the school and district in terms of supports. Tutoring options both outside and within school are available as well as parenting classes and additional support through our education nights at Reagan and through our district CARE team.

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)

Parents are provided the opportunity to give input on the use of funds and implementation of programs in a variety of ways. ELAC and SSC allow parents to discuss these matters directly with teachers, community members, and site administration. Parents also contribute their input through annual parent surveys as well as an LCAP survey.

Funding

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

Categorical funding provides our site with several educational professionals dedicated to ensuring underperforming students meet standards. A part time intervention teacher sees small groups of students throughout the day, instructing them in research based reading programs. Our literacy specialist provides teachers and students with high quality instruction in literacy to ensure all students are reading at grade level. Our curriculum support provider provides teachers with instructional strategies to ensure that all students have access to core curriculum.

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

Goal 1: Our focus this year will take a deeper look at early literacy and our balanced literacy programs in grades k-3. Our goal is to ensure every student is reading on grade level by the time they exit grade 3. We will accomplish this through a deeper look at guided reading and reading intervention in the classroom as well as tier 1 instruction.

Goal 2: Our second focus is in the area of formative assessment. Our goal is to have teachers think critically about creating assessments that will inform instruction throughout the teaching of their units. We will have a ratio of 3:1 low cognitive demand tasks to every high cognitive demand task.

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	76	75	77	74	75	76	74	75	76	97.4	100	98.7
Grade 4	80	89	103	80	88	100	80	87	100	100.0	98.9	97.1
Grade 5	71	81	95	70	81	91	70	81	91	98.6	100	95.8
All Grades	227	245	275	224	244	267	224	243	267	98.7	99.6	97.1

* 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	2397.6	2447.0	2436.1	14	31	28.95	15	25	21.05	36	29	28.95	35	15	21.05
Grade 4	2441.9	2458.3	2468.1	13	15	25.00	18	28	26.00	38	28	22.00	33	30	27.00
Grade 5	2471.4	2499.3	2489.2	9	11	12.09	21	41	34.07	34	22	25.27	36	26	28.57
All Grades	N/A	N/A	N/A	12	19	21.72	18	31	27.34	36	26	25.09	34	24	25.84

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	14	29	19.74	45	44	46.05	42	27	34.21
Grade 4	11	18	27.00	55	52	49.00	34	30	24.00
Grade 5	6	17	14.29	47	47	54.95	47	36	30.77
All Grades	10	21	20.60	49	48	50.19	41	31	29.21

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	11	35	38.16	59	53	40.79	30	12	21.05
Grade 4	9	14	25.00	55	55	52.00	36	31	23.00
Grade 5	10	16	20.88	61	62	58.24	29	22	20.88
All Grades	10	21	27.34	58	57	50.94	32	22	21.72

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	9	19	22.37	66	69	59.21	24	12	18.42
Grade 4	15	18	23.00	68	69	61.00	18	13	16.00
Grade 5	7	20	15.38	63	65	60.44	30	15	24.18
All Grades	11	19	20.22	66	68	60.30	24	13	19.48

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	12	37	26.32	57	49	60.53	31	13	13.16
Grade 4	11	14	27.00	45	66	45.00	23	21	28.00
Grade 5	20	33	19.78	56	57	52.75	24	10	27.47
All Grades	14	28	24.34	52	58	52.06	26	15	23.60

Conclusions based on this data:

1. % of students Below Standard in Reading continues to drop as a school, however, inconsistent from grade to grade.
2. School wide, the listening strand had the highest levels of performance.

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	76	75	77	74	75	75	74	75	75	97.4	100	97.4
Grade 4	80	90	103	80	88	100	80	88	100	100.0	97.8	97.1
Grade 5	71	81	95	70	81	91	70	81	91	98.6	100	95.8
All Grades	227	246	275	224	244	266	224	244	266	98.7	99.2	96.7

* 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	2416.6	2459.8	2445.1	7	23	22.67	32	44	42.67	28	23	16.00	32	11	18.67
Grade 4	2442.3	2463.7	2476.2	5	9	16.00	18	31	30.00	49	40	35.00	29	20	19.00
Grade 5	2449.3	2466.1	2472.0	3	5	7.69	11	15	18.68	27	38	27.47	59	42	46.15
All Grades	N/A	N/A	N/A	5	12	15.04	21	30	29.70	35	34	27.07	39	25	28.20

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	18	52	40.00	46	36	40.00	36	12	20.00
Grade 4	11	17	29.00	35	47	37.00	54	36	34.00
Grade 5	1	10	16.48	29	26	31.87	70	64	51.65
All Grades	10	25	27.82	37	36	36.09	53	38	36.09

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	11	33	18.67	55	44	56.00	34	23	25.33
Grade 4	5	14	20.00	50	52	49.00	45	34	31.00
Grade 5	7	10	8.79	33	43	41.76	60	47	49.45
All Grades	8	18	15.79	46	47	48.50	46	35	35.71

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	35	29.33	61	59	53.33	26	7	17.33
Grade 4	9	17	26.00	64	56	46.00	28	27	28.00
Grade 5	13	6	9.89	37	58	47.25	50	36	42.86
All Grades	12	19	21.43	54	57	48.50	34	24	30.08

Conclusions based on this data:

1. A comprehensive look at the decline in percentage of students exceeding standard from each successive grade from 3rd-5th.
2. Students in all three grade levels performed best in the area of communicating reasoning.
3. A more comprehensive look at 5th grade scores will need to be conducted based on their lower CAASPP scores.

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				***			***	***							
1				40	38		40	50		20	13				
2	8			58	55		17	27		8	18		8		
3	11			47	27		21	64		16	9		5		
4		11		50	32		50	53			5				
5		11		80	78		20	11							
Total	5	5		52	42		29	45		11	8		4		

Conclusions based on this data:

1. Nearly half of all English Learners tested scored Early Advanced or Advanced, while 45% scored Intermediate.
2. Students in 4th and 5th grade scoring Early Advanced and Advanced should be looked at for redesignation.

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				5	5		37	32		21	41		37	23	
1		8		36	33		50	33		14	17			8	
2	8			58	54		17	31		8	15		8		
3	14			48	27		19	64		14	9		5		
4		10		56	29		44	48			10			5	
5	14	11		71	78		14	11							
Total	6	5		40	32		30	38		12	18		11	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: Academic Achievement
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Provide quality Tier 1 first time instruction as well as balanced Tier 2 RTI through effective teaching strategies.
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
Funding for literacy specialist teacher	August 2017	Principal	Identify and support students who are one year or more behind grade level in reading. Provide professional development around district/site literacy focus. Schedule classroom/PLC coaching and support around literacy.	1000-1999: Certificated Personnel Salaries		
Curriculum Support Provider	August 2017	Principal	Identify high quality materials needed to carry out the task.	1000-1999: Certificated Personnel Salaries	Title I	42114
			Provide professional development in district/site curriculum materials. Schedule classroom observations and coaching opportunities.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42114
Technology Integration	Fall 2017	Principal	Continue to purchase technology to support Tier 1 instruction in the classroom.	4000-4999: Books And Supplies	Title I	7702
					LCFF - Supplemental	3418
Curriculum Needs	Fall 2017-Spring 2018	Principal	Support general education and tier 1 instruction with various curriculum needs.	4000-4999: Books And Supplies	LCFF - Supplemental	7727

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: MTSS
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 II and Tier III services for students who have Tier II and Tier III needs.
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 standards in 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
Funding for a Reading Intervention Teacher	August 2017	Principal	Identify high quality materials to carry out interventions and supports. Provide professional development in district/site literacy materials. Meet with teachers and discuss students who require Tier II or Tier III interventions.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries		
Part Time Intervention Teacher	August 2017	Principal	Advertise, interview, and hire a highly qualified person. Provide professional development in district/site literacy materials. Meet with teachers and discuss students who require Tier II intervention.	0001-0999: Unrestricted: Locally Defined	Title I LCFF - Supplemental	12500 12500
Curriculum & Technology Needs	August 2017 - Spring 2018	Principal	Continue to support literacy, curriculum, and interventions with supplies, books, and various curriculum needs.	4000-4999: Books And Supplies	Title I	3106

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: Safe Environment
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 school environment for all students where students want to attend on a daily basis. Follow the Positive Behavior Interventions and Supports Champion Model system to change the school's culture and reduce discipline incidents.
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
PBIS	Fall 2017 - Spring 2018	Principal	Utilize funds to support positive behavior interventions. Provide student incentives for positive Tier I behaviors.	5000-5999: Services And Other Operating Expenditures		
Parent Involvement	Fall 2017 - Spring 2018	Principal	Plan and implement parent education events and meetings.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000

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 Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	12,500.00
1000-1999: Certificated Personnel Salaries	84,228.00
4000-4999: Books And Supplies	18,535.00
5000-5999: Services And Other Operating Expenditures	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	15,918.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42,114.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,727.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
0001-0999: Unrestricted: Locally Defined	Title I	12,500.00
1000-1999: Certificated Personnel Salaries	Title I	42,114.00
4000-4999: Books And Supplies	Title I	10,808.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,075.00
Goal 2	28,106.00
Goal 3	2,000.00

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
John Hannigan	X				
Myrna Okada			X		
Julie Guerra		X			
Krissy Ishimaru		X			
Danae Wells		X			
Sarah Luna				X	
Gina Medina				X	
Estrellita Ruiz				X	
Nicole Mata				X	
Selena Falcon				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/17/17.

Attested:

John Hannigan		
Typed Name of School Principal	Signature of School Principal	Date

Julie Guerra		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date