

The Single Plan for Student Achievement

School: Castle Rock Elementary School
CDS Code: 54-76794-6108286
District: Woodlake Unified School District
Principal: Robert Gonzales
Revision Date: 12-17-15

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

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

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The District Governing Board approved this revision of the SPSA on 01-13-16.

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School Vision and Mission

Castle Rock Elementary School 's Vision and Mission Statements

Castle Rock Elementary intends to incorporate communication, collaboration, creativity, and critical thinking with daily instruction. We, the staff at Castle Rock Elementary, commit ourselves to this mission: All children are special, important, and deserve a quality education to reach their full potential. Our mission statement embodies the following beliefs: All children can learn. Each child will acquire academic rigor from caring teachers. Each child will make a personal connection to school. Each child will receive encouragement and support from their guardians. Our district has prioritized two goals for the 2015-16 school year. Each student will be reading on grade level by the end of third grade and maintain reading on grade level as measured by the Developmental Reading Assessment or designated district assessments. Each English learner will become proficient in four years as measured by the California English Language Development Test.

School Profile

Castle Rock Elementary School is located in the city of Woodlake, California. The school draws its population from Woodlake and the surrounding community. The student population reflects the ethnic background of the community which consists of: 87% Hispanic and 11% Anglo and 1% Asian American, East Indian and Black with 59% of students being English Learners. The student enrollment at Castle Rock Elementary School is 536. School staffing includes: one administrator, learning director, and 23 FTE teachers to offer the base program. In addition, our school currently has ten classified employees supporting students.

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).

The staff will complete staff development surveys and our fifth grade students will complete the Healthy Kids Survey through Tulare County Office of Education. In addition, staff members completed the ELLSA survey for the Title III plan.

Classroom Observations

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

This past summer our school had twelve members attend training on Kagan Cooperative learning. The principal, learning director, and superintendent conduct weekly observations to see how the implementation of Kagan strategies are increasing student engagement throughout the school. In addition, our leadership team is also focusing on direct instruction with the implementation of Common Core State Standards. The superintendent visits weekly to provide assistance to the core instruction program. In the spring of 2015 an alternative governance team will provide instructional rounds support.

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)

Castle Rock Elementary is currently using Key Data assessments to monitor student progress on the Common Core State Standards. In addition, formative assessments are given in ELA and math every two weeks to monitor academic achievement. These exams are reviewed at weekly late start Wednesday meetings. All students are also given the Developmental Reading Assessment three times a year to ensure they are reading on grade level.

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

Each grade level meets weekly to monitor student progress. At the grade level meetings, students are placed into intervention and enrichments classes as a result of benchmarks. Students are also placed in reading tutoring based on CST, DRA, and benchmark results. Students who are reading one year below grade level get an additional twenty minutes of daily reading intervention.

Staffing and Professional Development

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

Castle Rock Elementary currently has 23 certificated staff members who have met all requirements for highly qualified staff (NCLB).

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

The goal of Castle Rock Elementary is to have 100 % of our teachers complete the AB 472 Training. We currently have 14 of the 20 teachers complete the ELA section and 13 complete the AB472 math. Castle Rock teachers have also completed a four hour training on Houghton Mifflin Go Math. In addition, the Castle Rock staff will have an eight hour training on January 9, 2015 and additional training in the summer of 2015.

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

Our staff has worked on LADDER training with TCOE to provide progress monitoring assessments for our EL students. In addition, twelve members attended Kagan cooperative learning training. Ten staff members attended training from TCOE over the summer on Common Core State Standards (CCSS) implementation. Teachers have continued training and support in Common Core State Standards instruction, curriculum/concept mapping, and design and use of benchmark assessments. Our staff members are being trained on close reading strategies from Tulare County Office of Education consultants.

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

Our school currently has a learning director to provide coaching on direct instruction, cooperative learning, guided reading, close reading, and Step Up to Writing strategies.

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

Our district has provided twenty five days of late start Wednesday's for Professional Learning Community collaboration. The Castle Rock teachers are working in data teams to analyze student achievement and work on strategies to assist student not reaching grade level proficiency. Each grade level provides a data analysis protocol on the benchmark being reviewed, percent passing the exam, and strategies to assist students not passing benchmarks. All of the documents are kept in Google Docs for all grade level team members to share the information.

Teaching and Learning

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

Our school is working on the alignment of curriculum, instruction, and assessments to the CCSS. Our district has provided six professional development days to improve our units of instruction utilizing rigorous curriculum design.

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

At Castle Rock Elementary each student is given 135 minutes of daily reading language arts instruction and 75 minutes of math instruction. In addition, we have a 35 minute block for English Language Development (ELD).

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

Castle Rock teachers have worked extensively on providing lesson pacing schedules in language arts, math, and English language development for each grade level. This is an ongoing process and the pacing guides are annually revisited to best meet our students' needs.

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

All students have access to reading & English language arts, math, social science, and science material.

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 students have access to the core curriculum and SBE-adopted and standards aligned instructional materials. Students two years behind in reading will receive intensive intervention in the Gateway's program. Our school has adopted the Houghton Mifflin Go Math program and is also utilizing the Seeds of Science and Roots of Reading program.

Opportunity and Equal Educational Access

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

- Targeted instructional materials
- Reading Mastery and Gateway's programs for students two years below in grade level
- Accelerated Reader to assist student in reading comprehension and reading for enjoyment
- Instructional assistants provide individual and small group support
- Coordination of Services Team and Student Support Team meetings provide interventions for underperforming students
- Resource Specialist provides services to students
- A 30 minute guided reading block to provide differentiated reading instruction
- DRA reading assessment
- A 45 minute ELD block
- Imagine Learning to provide web based language intervention
- Weekly interventions in ELA and math

14. Research-based educational practices to raise student achievement

The Castle Rock staff is currently implementing Explicit Direct Instruction, Close Reading, and cooperative learning strategies.

Parental Involvement

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

- Supplemental Educational Services (SES) provided to students with most needs
- Third grade class size reduction option 1
- Tier III reading provided for students two years below grade level
- Coordination of Services Team/Student Support Team meetings
- Resource Specialist services/Reading Intervention Teacher support
- Parent Education Nights
- Parent/Teacher Conferences
- After School Program
- Migrant after school tutoring

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)

School Site Council meetings and English Learner Advisory Committee meetings.

Funding

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

SES after school tutoring program. In addition, reading intervention program during the school day.

18. Fiscal support (EPC)

Each year the school site receives a report from the district regarding the Title I funds that have been allocated to the school site. The district also provides support in the development of a plan to effectively use these funds and gives directives regarding the legal parameters of each of the categorical funds use.

Description of Barriers and Related School Goals

Castle Rock Elementary serves a community that has a high poverty rate with over 70% of the families living below the federal poverty line and 80% qualify for free and reduced lunch. In addition, Castle Rock Elementary is located in a small rural community in Tulare County. Castle Rock Elementary also serves a community with a high percentage of English Language Learners. In addition, only four percent of the adults in Woodlake have completed a four year bachelor degree program.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	178	177	99.4	177	2351.8	5	10	24	62
Grade 4	171	168	98.2	168	2402.6	5	16	21	58
Grade 5	175	172	98.3	172	2438.8	5	19	22	55
All Grades	524	517	98.7	517		5	15	22	58

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	6	28	66	5	32	63	7	55	38	9	34	56
Grade 4	8	40	51	5	39	56	7	55	38	8	46	46
Grade 5	9	29	62	8	37	56	5	62	33	14	52	34
All Grades	8	32	60	6	36	58	6	58	36	10	44	46

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	178	178	100.0	178	2368.1	5	11	30	54
Grade 4	171	170	99.4	170	2418.6	2	14	39	45
Grade 5	175	173	98.9	173	2433.4	4	12	18	66
All Grades	524	521	99.4	521		4	12	29	55

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	9	30	61	6	26	68	7	49	44
Grade 4	8	28	64	7	44	49	5	40	55
Grade 5	9	21	70	4	28	68	3	33	64
All Grades	9	26	65	6	32	62	5	41	54

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
3	6	6	24	26	44	47	16	17	4	4	94
4	2	3	16	27	34	58	6	10	1	2	59
5	1	2	25	42	31	53			2	3	59
Total	9	4	65	31	109	51	22	10	7	3	212

Conclusions based on this data:

1. The data indicates that we are seeing an increase of nearly ten percent on each grade level of students reaching proficiency on the CELDT exam. In addition, we are seeing decrease of students in the lower two bands of the CELDT test.
2. Our school had 39% of ELL students reach proficiency on the CELDT exam.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
3	6	6	25	25	46	46	18	18	6	6	101
4	2	3	16	26	34	56	6	10	3	5	61
5	2	3	26	41	31	49			4	6	63
Total	10	4	67	30	111	49	24	11	13	6	225

Conclusions based on this data:

1. The data indicates that we are seeing an increase of nearly ten percent on each grade level of students reaching proficiency on the CELDT exam. In addition, we are seeing decrease of students in the lower two bands of the CELDT test.
2. Our school had 47% of ELL students reach proficiency on the CELDT exam.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	234	219	212
Percent with Prior Year Data	100.0%	99.5%	100.0%
Number in Cohort	234	218	212
Number Met	143	112	112
Percent Met	61.1%	51.4%	52.8%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	173	70	164	65	155	66
Number Met	57	31	54	26	45	27
Percent Met	32.9%	44.3%	32.9%	40.0%	29.0%	40.9%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. Castle Rock Elementary did not meet the AMAO 1 requirements for the 13-14 school year. Our school had 51% of students meet the AMAO 1 requirement and the target was 59%.
2. Our school did not meet the AMAO 2 requirements. We had 32.9 % students with less than 5 years of instruction reach proficiency. However, we only had 40% of year five students reach AMAO 2.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	746	677	
Percent with Prior Year Data	99.2	99.1	
Number in Cohort	740	671	
Number Met	466	389	
Percent Met	63.0	58.0	
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	474	385	467	349		
Number Met	114	197	85	172		
Percent Met	24.1	51.2	18.2	49.3		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. In the past two years our school has redesignated 154 students. Castle Rock had 69 students meet the requirements in the 2013-2014 school year.

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: English Language Arts, Math, and Science
LEA GOAL:
All students will reach high standards, at at minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.
SCHOOL GOAL #1:
Our school goal is to have each student reach proficiency on standardized state tests.
Data Used to Form this Goal:
The data used to form this goal is CST science and the Smarter Balanced Assessments.
Findings from the Analysis of this Data:
Our school has a major concern with the core instructional program.
How the School will Evaluate the Progress of this Goal:
Means of evaluating progress towards this goal: Grade level formative assessments, block formative and summative assessments. In addition, the alternative goverance team will conduct instructional rounds.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given ten days of curriculum design training by Tulare County Office of Education consultants.	September 2015 to May 2016	TCOE Consultant, Certificated Staff, Principal, Learning Director	Teachers work on problem of practictet to improve instruction.	1000-1999: Certificated Personnel Salaries	Title I	12540.00
Research based interventions will be implemented in school reading tutoring.	August 2015 to June 2016	Instructional Aides	Instructional Aides will tutor students in reading.	2000-2999: Classified Personnel Salaries	Title I None Specified	120000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive training from TCOE ELA/ELD consultants	August 2015 to June 2016	Principal, Learning Director, Classroom Teachers	Castle Rock staff will receive 15 days of ELA/ELD training	1000-1999: Certificated Personnel Salaries	Title I Title II Part A: Improving Teacher Quality LCFF - Supplemental	31,350
Castle Rock staff will receive math training from TCOE Math consultants	February 2015 to May 2015	Principal, Learning Director, Classroom Teachers	Castle Rock staff will receive 10 days of math training.	1000-1999: Certificated Personnel Salaries	Title I LCFF - Supplemental Title II Part A: Improving Teacher Quality	20,900.00
Castle Rock staff will receive training on Seeds of Science, Roots of Reading material	August 2015	Principal, Learning Director, Certificated Staff	Staff received a half day training.	5800: Professional/Consulting Services And Operating Expenditures	Title I	1600.00
					None Specified	

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: English Language Arts
LEA GOAL:
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.
SCHOOL GOAL #2:
By the end of the 2015-16 school year, Castle Rock Elementary will have 10% more students reading on grade level or above on the May 2015, DRA Exam.
Data Used to Form this Goal:
DRA reading exams.
Findings from the Analysis of this Data:
Our school currently has 33% of our students reading on grade level.
How the School will Evaluate the Progress of this Goal:
The DRA exam will be given three times a year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Third grade teachers will be trained on early literacy strategies	June and July 2015	Fresno Pacific Consultant	Consultant will train teachers on reading strategies.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
Each student reading two years below on DRA exam will be recommended for tier III reading intervention.	August 2015 to June 2016	RSP teacher and Mr. O'Connor	Intensive reading strategies for students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,861
Students one year below in reading will receive reading tutoring with literacy teachers and instructional aides.	August 2014 to June 2015	Three instructional aides and literacy teacher.	Students will receive small group reading tutoring.	2000-2999: Classified Personnel Salaries None Specified None Specified	Title I None Specified	110,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will monitor reading progress with DRA exam.	August 2015 to June 2016	Teachers will give DRA exam in class.		4000-4999: Books And Supplies	Title I	5,000
After School Program will focus on literacy development. Students will be given increased time on the Accelerated Reader program.	August 2015 to June 2016	After school personnel will monitor student progress in computer lab.		2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	4,000
Literacy development teacher to assist students in reaching grade level proficiency.	August 2015 to June 2016	DRA exams given 3x a year.	Students will receive small group reading instruction from certificated staff member.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,000
Purchase high interest literature and expository texts	September 2015	Principal	Perma bound books purchased by school	4000-4999: Books And Supplies	LCFF - Supplemental	4500.00
Purchase additional library resources	September 2015	Librarian and Principal	Perma bound books purchased by school	4000-4999: Books And Supplies	LCFF - Supplemental	4500.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ELD
LEA GOAL:
Use the process of PLC to enhance student performance in the implementation of the ELD standards.
SCHOOL GOAL #3:
The ELL students will increase one proficiency band or more on the annual CELDT exam.
Data Used to Form this Goal:
CELDT 2015 results.
Findings from the Analysis of this Data:
TBD
How the School will Evaluate the Progress of this Goal:
We will also administer the LADDER exam in May 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELAC Training	September 2015	Debbie Stevenson	Pay for conference	1000-1999: Certificated Personnel Salaries	Title I	500
Training on ELD standards	November 2015	Debbie Stevenson, Monica Figueroa, Sarah Doellefeld		1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,000.00
Measure Up CCSS workbooks. Students will be given additional support in ELA/ELD standards in the After School Program.	August 2014 to June 2015			4000-4999: Books And Supplies	After School and Education Safety (ASES)	1250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD/Math Training for six teachers	July 2015	Robert Gonzales, Debbie Stevenson, Jessica Moore, Chrissy Shandrew, Rebecca Aguilar, Shana Campbell, Gary Mann, Patty Garcia	Teachers attended ELD/Math training at TCOE	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental None Specified	1,500

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: ELA/Writing
LEA GOAL:
Use the process of PLC to enhance student performance in the implementation of CCSS.
SCHOOL GOAL #4:
The percentage of students scoring at grade level on writing assessments will increase by 10% on the writing exams given at the end of the year.
Data Used to Form this Goal:
Writing assessments given every 12 weeks.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The initial exam will be given in late November 2015 and final May 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will increase writing instruction in all content areas.	November 2015 to May 2016	Certificate staff	Grade calibration	1000-1999: Certificated Personnel Salaries	Title I	1000
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Math
LEA GOAL:
Use the process of PLC to enhance student performance in the implementation of CCSS.
SCHOOL GOAL #5:
All students will reach proficiency on Smarter Balanced Assessment.
Data Used to Form this Goal:
Our staff will use the formative and summative assessments from GO Math adoption. In addition, students will take the Smarter Balanced Interim assessments to monitor student progress.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Teachers will monitor student progress at Late Start Wednesday staff meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use Late Start Wednesday to analyze data and provide intervention.	August 2014 to May 2015	Certificate Teachers				
Khan Academy tutoring in After School Program.	August 2014 to June 2015	After School Tutors	The tutors will provide additional math instruction in the computer lab with Khan Academy.	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	
Measure Up. The After School Tutors will provide additional math support on the math CCSS.	November 2014 to June 2015	After School Tutors	The After School Tutors will provide additional math support.	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	1,250

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	177,429.00	-125,461.00
Title I Part A: Parent Involvement	2,495.00	2,495.00
Title I Part A: Professional Development	22,365.00	22,365.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	6,500.00
LCFF - Supplemental	65,861.00
Title I	302,890.00
Title II Part A: Improving Teacher Quality	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	124,151.00
2000-2999: Classified Personnel Salaries	235,250.00
4000-4999: Books And Supplies	15,250.00
5800: Professional/Consulting Services And Operating	1,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	5,250.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	1,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56,861.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	66,290.00
2000-2999: Classified Personnel Salaries	Title I	230,000.00
4000-4999: Books And Supplies	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	1,600.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,390.00
Goal 2	183,361.00
Goal 3	4,250.00
Goal 4	1,000.00
Goal 5	1,250.00

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
Robert Gonzales	X				
Monica Figueroa		X			
Becky Aguilar		X			
Donna Fraser		X			
Lori Gonzalez			X		
Dean Taylor				X	
Chelisa Ortega				X	
Marth Quiroz				X	
Marie Hernandez				X	
Carmen Colin				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 3-19-15.

Attested:

Robert Gonzales

Typed Name of School Principal

Signature of School Principal

Date

Cheri Doria

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date