

The Single Plan for Student Achievement

School: Washington Elementary School
CDS Code: 10-62240-6006720
District: Kingsburg Elementary Charter School District
Principal: Mrs. Jennifer Du Pras
Revision Date: January 17, 2017

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

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

Contact Person: Jennifer Du Pras
Position: Principal
Phone Number: (559) 897-2955
Address: 1501 Ellis Street
Kingsburg, CA 93631
E-mail Address: jdupras@kesd.org

The District Governing Board approved this revision of the SPSA on February 21, 2017.

Table of Contents

Schoolwide Plan Required Components Reference Page.....	4
No Child Left Behind School Plan Requirements Reference Guide	5
School Vision and Mission	6
School Profile.....	6
Comprehensive Needs Assessment Components	7
Data Analysis	7
Surveys	7
Classroom Observations.....	7
Analysis of Current Instructional Program	8
Description of Barriers and Related School Goals	11
School Accountability Report Card.....	12
School and Student Performance Data	13
CAASPP Results (All Students)	13
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Title III Accountability (School Data)	17
Title III Accountability (District Data).....	18
Demographic Data.....	19
Planned Improvements in Student Performance	20
School Goal #1.....	20
School Goal #2.....	22
School Goal #3.....	23
School Goal #4.....	25
School Goal #5.....	26
Centralized Services for Planned Improvements in Student Performance	27
Centralized Service Goal #1	27
Centralized Service Goal #2.....	29
Centralized Service Goal #3.....	30
Centralized Service Goal #4.....	31
Centralized Service Goal #5.....	32
Summary of Expenditures in this Plan.....	33
Total Expenditures by Object Type and Funding Source.....	33
Total Expenditures by Funding Source	34
Total Expenditures by Object Type.....	35

Total Expenditures by Goal36

District Summary of Expenditures in this Plan37

 Total Expenditures by Object Type and Funding Source37

 Total Expenditures by Funding Source38

 Total Expenditures by Object Type.....39

 Total Expenditures by Goal40

School Site Council Membership41

Recommendations and Assurances.....42

Schoolwide Plan Required Components Reference Page

The following Schoolwide Plan components required by NCLB section 1114 (b) (1) are addressed in the Washington Elementary School Single Plan for Student Achievement as indicated below

Required SWP Plan Components:	Plan Page(s)
1. Comprehensive needs assessment of the entire school: Based on the information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	7
2. Schoolwide reform strategies that: <ul style="list-style-type: none"> a. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic standards b. Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> • Strengthen the core academic program in the school • Increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day • Include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) c. Include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	6
3. Instruction by highly qualified teachers	9
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals and, if appropriate, other school staff and parents	9
5. Strategies to attract highly qualified teachers to high-need schools.	9
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	11
7. Plans for assisting preschool children in the transition from early childhood programs (<i>N/A for middle and high schools</i>)	9
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	9
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	9-10
10. Coordination and integration of federal, state, and local services and programs	11

In addition, the school assures the following:

- The plan describes how the school will implement the components above
- The plan describes how the school will use resources under Title I and from other sources to implement those components
- The plan includes a list of State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program
- The plan describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments require

No Child Left Behind School Plan Requirements Reference Guide

The following elements required in Title I, Part A, Section 1116, for PI are addressed in the Washington Elementary School Single Plan for Student Achievement as indicated below.

Required PI Plan Elements	Page(s) addressed in Plan
1. Scientifically-based research: Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.	10
2. Successful Policies and Practices Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	10
3. Professional Development (PD) <ol style="list-style-type: none"> a. Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high quality professional development that: b. Directly addresses the academic achievement problem that caused the school to be identified for school improvement c. Meets the requirements for professional development activities under section 1119 d. Is provided in a manner that affords increased opportunity for participating in that professional development 	<p>9</p> <p>8</p> <p>8</p> <p>8</p>
4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.	24-27
5. Specific Annual, Measurable Objectives: Establish specific annual, Measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	20-25
6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.	11
7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	27
8. Parent Involvement: Include strategies to promote effective parental involvement in the school.	11
9. Extended Learning: As appropriate, activities before school, after school, during the summer and during any extension of the school year.	n/a
10. Incorporation of a Teacher Mentoring Program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	7,8

School Vision and Mission

Washington Elementary School's Vision and Mission Statements

School Mission Statement:

The mission of Washington School is to provide a safe, secure environment in which the staff will model and instruct the virtues which foster the intellectual, physical, and social development of each child to the fullest extent possible. We also believe that each child can learn, ultimately leading a fulfilling life as a productive worker and citizen of the United States and the world. We believe we can accomplish this through the combined efforts of staff, students, parents, and community.

District Mission Statement

Kaizen, "What can I do better today than I did yesterday?"

This model of continuous improvement will accomplish a student-centered instructional program that allows all students to reach their highest potential as contributing members of society.

School Profile

School Beliefs

We believe that we must meet the needs of all students including the diverse, at-risk, and disenfranchised students in order to continue the "Traditions of Excellence" that have long been our trademark. We recognize that it is our responsibility to prepare all students for success. Our educational team believes that each of our students should be given the best possible opportunity to attain their highest potential by a solid focus on a standards-based curriculum and with a belief that all students can and will learn. We recognize that parent involvement is critical to the success of all students, and that the power of parent involvement is only as effective as our efforts to engage them in the process of educating their children. We believe that as a team, we can provide each and every one of our students with the learning, work and life skills necessary for life-long success!

We have a strong standards based program for transitional and traditional kindergarten. We utilize the RTI model for reading and mathematics interventions with all students. Washington School stresses the development of reading and writing from preschool through kindergarten.

Student Population and Student Needs

For the 2016-17 school-year, Washington is a family of 288 transitional and regular kindergarten students and 41 staff members with a commitment to excellence. Currently, Washington school students have the following ethnic make-up: 63% Hispanic, 1% African American, 3% Asian, 5% two or more races and 28% White/Caucasian. Of these students, 63 are English Language learners. Our special services population includes 26 students receiving speech and 10 students receiving pullout rsp services.

Formed on the basis of SB1381 (The Kindergarten Readiness Act of 2010), Washington School contains three Transitional Kindergarten programs which serve students with fall birth dates between September 2nd and December 2nd. In addition to the Kindergarten programs, the Washington campus houses a State Preschool programs which services up to 48 students of age four; an Early Intervention Preschool program servicing up to 30 three and four year old students with speech or language disabilities and a privately owned Preschool containing approximately 48 students from ages three to four.

2015-16 Student Enrollment by Group	
African American not Hispanic	0.4%
American Indian or Alaskan Native	0.0%
Asian	2.2%
Filipino	0.4%
Hispanic or Latino	58.5%
Pacific Islander	0.0%
White (not Hispanic)	37.2%

2015-16 Student Enrollment by Group	
Multiple or No Response	0.0%
English Learners	%
Students with Disabilities	%
GATE Students	%
Reclassified Fluent-English-Proficient (RFEP)	%
Participants in Migrant Education Program	%

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 parent survey is conducted each year. Here are the top three areas of excellence:

Good teachers/staff

Friendly staff/environment

Safe/Secure

The areas of concern:

Outdated playground.

Need more parking options.
Parents on campus (preschool parents during school hours.)

Solutions for 2016-17:

Playground will be updated due to bond passing.
Parking will be better when preschool is relocated.
Parents have valet pickup for preschool.

Classroom Observations

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

The principal and administrative staff participate in 3-minute walk-thru observations in search of instructional objectives and student engagement. The idea of the 3-minutes walk-thru's is to inspect what is expected. Classroom observations are used to provide effective feedback and coaching to teachers. The Sheltered Instruction Observation Protocol (SIOP) is the instructional model for the school. Using professional learning communities (PLC), teachers are able to assist each other in delivering instruction and intervention to all students. In addition, the principal does annual observations and evaluations of classroom teachers. The

principal and teacher meet to discuss all observations and make plans for improvement as needed. The PLC's also observe each other and give suggestions for better instructional delivery. We believe ongoing professional development is best implemented with frequent classroom observations.

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)

Kindergarten - Current instructional plans are based in common core state standards. The use of materials that meet common core standards are as follows: For English Language Arts, HMH materials are used. In mathematics Go Math(Houghton Mifflin) is implemented.

Intervention serves all students in the school in small group instruction based on student achievement. Students are given a Pre-K assessment prior to school entry. The first weeks of school, students are given Get Ready To Read! and a letter/sound assessment. Based on these assessments and CELDT testing for English Learners, students are placed into intervention designed to meet their individual needs for language and reading development. All assessments and intervention materials are research based. Intervention is a combination of push-in and pull-out methods. All teachers use the RtI model to provide in-class intervention.

DIBELS is used to assess student's needs and provides benchmark data. Three benchmarks are given throughout the year to show student progress. Progress monitoring through DIBELS will be used for specific students determined by their benchmark results. Other assessments given include: Mathematics benchmark assessment, ELA benchmark assessments, and an end of the year school-wide writing assessment. All data from these assessments is stored on the district data base. Data is also made available to teachers via the internet. Teachers are given access to the district database and DIBELS websites to frequently monitor the progress of their students based on assessments. DRA is used to determine at risk student's reading levels. All English Learner students are given the CELDT assessment and as needed the IPT test. All English Learners will be taught ELD curriculum and take three ELD benchmarks to show progress toward English Language Development.

Transitional Kindergarten - All students will be assessed using District Pre-K assessment, Get Ready to Read, DRDP-SR, DIBELS, and district benchmarks.

Pre-school - All students will be assessed using District Pre-K assessment, and Desired Results Developmental Profile.

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

The teachers and staff meet weekly in a Professional Learning Community to monitor student progress and to modify instruction. After each assessment the teachers analyze the data to look for growth patterns and weaknesses. Teachers use in-class assessments and observations to further monitor student progress and modify instruction to meet the needs of the students.

Staffing and Professional Development

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

Washington School teachers are 100% highly qualified based on the NCLB requirements. Staff development over the course of the year has included EL strategies workshops, ELA and ELD standards, and Guided Reading. Teachers and paraprofessionals have been trained in DIBELS assessment, Get Ready to Read!, and CELDT. Teachers will continue training in SIOP, Professional Learning Communities, and Pre-school to Kindergarten transition as outlined in the Pre-school to Kindergarten Transition Plan. Teachers in the transitional kindergarten are highly qualified based on the NCLB requirements and will participate in PLC's with preschool and Kindergarten teachers. If a vacancy occurs, the district seeks highly qualified candidates with experience in Early Child Care Education and an understanding of the process of learning to read.

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

PLC's are the main vehicle for professional development. All teachers have received training in Common Core standards for English Language Arts and Mathematics and English Language Development. There will be on-going training in SIOP, Common Core and intervention materials. All professional development comes with coaching provided by the district or outside providers.

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

Alignment of staff identified needs will be ongoing throughout the year. Staff needs will be addressed through staff meetings. Staff development will be focused on professional learning communities (PLC), English Language Development, SIOP and implementation and implementation of California Common Core Standards.

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

The principal, district staff, and other teachers will be the instructional coaches using SIOP. The principal shall assist teachers in their areas of need.

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

Due to the unique nature of Washington School, all staff meetings are considered grade level meetings. In addition, the teachers have professional learning community meetings where they will look at data and plan intervention for students in need. Preschool teachers, transitional kindergarten teachers, and kindergarten teachers collaborate to ensure a fluid stream of instruction across the programs.

Kingsburg Elementary Charter School District has developed in collaboration with local preschools, child care providers, and Fresno County Office of Education. A preschool articulation plan is given to all parents of 4 year old children to ensure that the transition to kindergarten is smooth. Annually, preschool teachers or directors meet with kindergarten teachers to discuss the transition of students via the Preschool Provider Network. A copy of the articulation plan is on the Washington School webpage.

Teaching and Learning

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

Preschool, transitional kindergarten and kindergarten have aligned curriculum, instructional strategies, and materials. All three programs will use common core standards that can be found on the CDE website. This document shows the different stages of development and aligns the California Preschool Foundations with the Common Core standards. Transitional Kindergarten and kindergarten use HMH and National Geographic. The preschool uses HM reading materials.

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

Washington School meets the recommended minutes of instruction for English Language Arts and Mathematics for all programs. The minutes are audited annually.

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

The lesson pacing schedules are continuously updated by teachers in Mathematics and English Language Arts with a focus on common core standards. Each TK and kindergarten teacher has access to EdCalibre, an online system that houses lesson plans, links to extra support material, and pacing guides.

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

All students have equal access to all standard based instructional materials.

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)

The SBE- adopted materials for Kindergarten HMH for English Language Arts and My Math for mathematics. All intervention materials are scientifically-research based materials. TK is using National Geographic. They use Go Math for Math.

Opportunity and Equal Educational Access

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

The Houghton Mifflin and My Math programs both offer curriculum that meets the needs of all children. The core program also includes differentiated instructional materials that can be used in each classroom and is provided by the classroom teacher. Small group intervention is provided in the classroom to ensure that under-performing students can meet the standards. Teachers meet in PLC's to provide services for under-performing students to enable them to meet standards. Bright Start intervention is provided for students below grade level in ELA.

The transitional kindergarten also enables under-performing students to meet kindergarten standards in a two-year progression.

The pre-school sets the foundation to enable under-performing students to meet the standards in kindergarten.

14. Research-based educational practices to raise student achievement

Washington School uses SIOP model for lesson delivery to raise student achievement. In addition, Washington School uses RTI for student intervention as well as small group intervention. Teachers are trained in SDAIE strategies and intervention strategies. The Professional Learning Communities discuss student achievement and plan appropriate research-based intervention.

Parental Involvement

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

Washington School offers Early Intervention for 3-4 year old students who fit the criteria of the program. Videos are available for parents on parenting and how to handle school related issues. The principal and teachers are available to discuss any student needs with parents. Washington School uses the Fresno County Sheriff Department Chaplains, the New Path Center and Kingsburg Community Assistance Program as resources for parents and families. Teachers are often willing to give individual assistance to students after regular school hours. The State Pre-school offers parenting workshops for parents and provides child care for during these meetings. The state preschool provides preschool for students of low-income families. The transitional kindergarten provides assistance to students that need the gift of time to be successful in a traditional kindergarten program.

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)

Each year, parents and staff are given a survey to rate the effectiveness of programs in the consolidated application program. The results are tallied and each comment is listed. The teachers, staff and SSC go over the results to assess the needs and make plans to overcome barriers. The evaluation shows if programs are effective and if they are not, then plans are made to correct the programs. For the 2013-14 school year, Washington School was identified as PI Year one due to being a feeder school to a testing grade level school. All Washington parents received a letter about the identification of PI Year one and about school choice. No parents wanted to move their child. The School Site Council and English Learner Advisory Committee both have input on the planning, implementation and evaluation of all CONAPP programs at Washington School.

Funding

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

Intervention programs enable under-performing students to meet the standards, whether they are small group, pull-out, or differentiated instruction. Using data from DIBELS and benchmark assessments, student's academic needs are assessed. During intervention time, paraprofessionals assist the teacher in meeting each child's needs ensuring that students can meet the standards. The paraprofessionals that assist the teachers are all highly qualified. Assessment of students and access to the data systems allow teachers to be informed of the student's progress and enable them to make adjustments as indicated by the results. The Principal/Director of Special Projects assists teachers in gaining a deeper understanding of assessment results, intervention strategies and use of materials. In addition, the School Accountability Report Card is posted on the school webpage.

18. Fiscal support (EPC)

Washington School is entitled to Title 1, LCAP funds and the district provides fiscal support through various other categorical and general funds (LCFF).

Description of Barriers and Related School Goals

One of the barriers is inadequate funding for early childhood education. Funds are mainly used for personnel to assist students with instructional needs through the intervention program. As the State of California realigns its education budget, there is hope that more funds will come to preschool, transitional kindergarten, and kindergarten. Class sizes of more than 20 is also a barrier.

School Accountability Report Card

Available at: www.ksd.org

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
All Grades	N/A	N/A								

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Conclusions based on this data:

1.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
All Grades	N/A	N/A								

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Conclusions based on this data:

1.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				4	21	25	54	50	50	29	14	13	13	14	13
Total				4	21	25	54	50	50	29	14	13	13	14	13

Conclusions based on this data:

1. More students are gaining proficiency in the three year span.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						7			36			20			38
Total				4	8	7	34	28	36	33	20	20	30	45	38

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	24	14	16
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	24	14	16
Number Met	--	12	13
Percent Met	--	85.7%	81.3%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	76	0	63	0	56	0
Number Met	1	--	3	--	4	--
Percent Met	1.3%	--	4.8%	--	7.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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. Only the transitional kindergarten and kindergarten are given CELDT testing and they are in the school for the maximum of 2 years.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	292	295	313
Percent with Prior Year Data	100.0		100
Number in Cohort	292	295	313
Number Met	168	176	184
Percent Met	57.5	59.7	58.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	279	70	262	90	256	98
Number Met	86	25	82	44	83	59
Percent Met	30.8	35.7	31.3	48.9	32.4	60.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

Demographic Data

Student Enrollment by Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.4%	0.0%	0%	1	0	
African American	0.4%	0.4%	1%	1	1	
Asian	2.5%	2.2%	3%	7	6	
Filipino	0.4%	0.4%	0%	1	1	
Hispanic/Latino	65.6%	58.5%	63%	185	162	
Pacific Islander	0.0%	0.0%	0%	0	0	
White	29.1%	37.2%	28%	82	103	
Multiple/No Response	0.0%	0.0%	5%	0	0	
Total Enrollment:				282	277	

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	282	277	288
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Total Enrollment:	282	277	

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 Development
LEA GOAL:
SCHOOL GOAL #1:
90% or more of identified EL Kindergarten students to advance by at least one level on CELDT. 85% of EL students will receive a composite score on DIBELS of 110 or higher by the end of the school year. All students will increase their DIBELS composite score seeking to achieve CORE on the final Benchmark.
Data Used to Form this Goal:
CELDT 2015-16 and DIBELS Next Composite score end of the year.
Findings from the Analysis of this Data:
99% of EL students achieved or exceeded these goals. 87% of ELL scored composite score of 80 or higher on DIBELS Next end of year assessment.
How the School will Evaluate the Progress of this Goal:
DIBELS assessments-three times a year. CELDT test in kindergarten and first grade.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional aides, substitutes, and district support personnel will plan for and implement targeted instructional strategies for identified students, and provide the DIBELS NEXT assessment Get Ready to Read, Pre-K assessment ,and Intervention programs. Translation for parent-teacher conferences, Teacher training and conferences	2016-17	Principal and ELAC/SSC	Saleries and Benefits of the paraprofessionals.	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	25,848.00
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,813.00
				3000-3999: Employee Benefits	Title I	5265.65
				3000-3999: Employee Benefits	LCFF - Supplemental	4959.05
Supplemental instructional materials.	2016-2017	Principal and ELAC/SSC		4000-4999: Books And Supplies	LCFF - Base	3377.58
Professional/Consulting services, dues and memberships, and operating expenditures				5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	550.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,139.40

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: Mathematics
LEA GOAL:
SCHOOL GOAL #2:
85% of Kindergarten students will achieve the level of Proficient on the Washington School End of Year Mathematics Assessment.
Data Used to Form this Goal:
Kindergarten End of Year test 2015-16.
Findings from the Analysis of this Data:
98% of Kindergarten students achieved proficient on the End of Year math Assessment in 2016-17.
How the School will Evaluate the Progress of this Goal:
Three Kindergarten Math Benchmarks from My Math for Kindergarten and District originated benchmarks for Transitional Kindergarten.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a) Materials, supplies and technology for math intervention may be purchased as needed to connect to the California Common Core Standards. Teacher math / STEM development .	2016-17	Mrs. DuPras	materials and supplies for mathematics	4000-4999: Books And Supplies None Specified	None Specified None Specified	
b) Parent communication of assessment results.	2016-2017	Mrs. DuPras	parent communication materials, including paper to make copies and mailing charges	4000-4999: Books And Supplies	None Specified	

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: ELA
LEA GOAL:
SCHOOL GOAL #3:
85% of Kindergarten students shall be Core (grade level) on DRA (4) by the end of the year. 85% of Kindergarten students shall be at Mastery on ELA End of Year Benchmark
Data Used to Form this Goal:
DIBELS and End of Year Benchmark Assessments 2015-16
Findings from the Analysis of this Data:
In the 2015-16 school year, 77% of the students were CORE on DRA (4) at the end of the year. 82% proficiency on the ELA Benchmark #3.
How the School will Evaluate the Progress of this Goal:
ELA Benchmarks 3 times a year DRA twice a year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a.) Leveled groups for supplemental instruction, utilizing differentiated instructional methods. Teachers, principal, paraprofessionals will all plan for and implement targeted instructional strategies for all students. Substitutes for teachers to give the DRA assessment.	2016-17	Mrs. DuPras, teachers, and substitutes	Substitutes for Teachers salaries	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			Benefits	3000-3999: Employee Benefits	LCFF - Supplemental	0
Materials and supplies and technology needed for intervention. Purchase of Bright Start intervention program, Get Read to Read assessment, and parent communication. Technology membership - Starfall.com, etc. Teacher and principal conferences on ELA and Common Core.	2016-17	Mrs. DuPras and teachers	Materials and supplies	4000-4999: Books And Supplies	Title I Parent Involvement	8105.36
			Software and conferences		Title I Parent Involvement	0
				None Specified	None Specified	
				None Specified	None Specified	

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: Preschool
LEA GOAL:
SCHOOL GOAL #4:
Preschool students will be prepared for kindergarten
Data Used to Form this Goal:
DRDP, Pre-K assessment
Findings from the Analysis of this Data:
The students are developing towards kindergarten readiness with continued cooperation among local preschools through the Preschool Provider Network and the administration of of the Pre-K assessment and registration assistance.
How the School will Evaluate the Progress of this Goal:
Review the DRDP and Pre-K Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NAEYC renewal for accreditation	2016-17		Materials and supplies			0

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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELD
SCHOOL GOAL #1:
All teachers will use SIOP as the instructional model. Teachers will incorporate ELD strategies in ELA units designed by teachers. Administrators to be trained in SIOP and do SIOP observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer planning for ELD/ELA	2016-2017	M.Sembritzki	stipend for teachers	1000-1999: Certificated Personnel Salaries	Title I	5000
					LCFF - Supplemental	40000
Training for teachers	2016-17	M.Sembritzki	sub. costs	1000-1999: Certificated Personnel Salaries	Title I	40000
Administrators implementation and observation of SIOP	2016-17	M.Sembritzki	administration salaries	1000-1999: Certificated Personnel Salaries	Title I	25763
Benefits for all salaries	2016-17	M. Sembritzki	benefits	3000-3999: Employee Benefits	Title I	14605.60
Professional Development	2016-17	M.Sembritzki	SIOP and Differentiated Instruction Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	70939.34
			SIOP, ELA/ELD Framework, CCSS Standards, RTI, PBIS	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	67641.42
Professional subscriptions and dues	2016-17	M.Sembritzki	Professional subscriptions and memberships/dues	5000-5999: Services And Other Operating Expenditures	Title I	1350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extra Help Classified	2016-2017	M Sembritzki	Parent Involvement Activities	2000-2999: Classified Personnel Salaries	Title I	3500
Extra Support for EL	2016-2017	M. Sembritzki	EL Coordinator Support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	70000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA and MATH
SCHOOL GOAL #3:
Students will advance in ELA and Math based on the district benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplementary materials for ELA and Math that supplement Common Core standards	2016-17	M. Sembritzki	Supplementary materials	4000-4999: Books And Supplies	Title I	47551.31
			Materials to support state standards, ELA/ELD framework, RTI, PBIS, PLC, SIOP	4000-4999: Books And Supplies	LCFF - Supplemental	79126.12
Technology to support student learning	2016-17	M. Sembritzki	Technology	4000-4999: Books And Supplies	LCFF - Supplemental	3000
Coaching and Support to improve student learning	2016-17	M. Sembritzki	Implementation ELA/ELD Framework	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	75801.42

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA and MATH
SCHOOL GOAL #4:
Parent Involvement will be increased with information on ELD and MATH standards and instruction

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase brochures for parents on standards and supplies for activities and events	2016-17	M. Sembrtzki	Supplies for Parent Activities and Events and	4000-4999: Books And Supplies	LCFF - Supplemental	2538.69
			Supplies for Parent Activities and Events	4000-4999: Books And Supplies	Title I	2538.69
			Rentals, Leases and Repairs & Non-Cap Improvements	5000-5999: Services And Other Operating Expenditures	Title I	510.00
Parenting workshops	2015-17	M.Sembrtzki	Training	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1859.66

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Base	3,377.58
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,813.00
3000-3999: Employee Benefits	LCFF - Supplemental	4,959.05
5000-5999: Services And Other Operating	LCFF - Supplemental	1,139.40
3000-3999: Employee Benefits	Title I	5,265.65
	Title I Parent Involvement	0.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	25,848.00
4000-4999: Books And Supplies	Title I Parent Involvement	8,105.36
5800: Professional/Consulting Services And	Title I Parent Involvement	550.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	3,377.58
LCFF - Supplemental	30,911.45
Title I	5,265.65
Title I Parent Involvement	34,503.36

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	49,661.00
3000-3999: Employee Benefits	10,224.70
4000-4999: Books And Supplies	11,482.94
5000-5999: Services And Other Operating Expenditures	1,139.40
5800: Professional/Consulting Services And Operating	550.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,952.68
Goal 3	9,105.36
Goal 4	0.00

District Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	70,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	84,664.81
5000-5999: Services And Other Operating	LCFF - Supplemental	145,302.50
1000-1999: Certificated Personnel Salaries	Title I	70,763.00
2000-2999: Classified Personnel Salaries	Title I	3,500.00
3000-3999: Employee Benefits	Title I	14,605.60
4000-4999: Books And Supplies	Title I	50,090.00
5000-5999: Services And Other Operating	Title I	72,799.34

District Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	299,967.31
Title I	211,757.94

District Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	140,763.00
2000-2999: Classified Personnel Salaries	3,500.00
3000-3999: Employee Benefits	14,605.60
4000-4999: Books And Supplies	134,754.81
5000-5999: Services And Other Operating Expenditures	218,101.84

District Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	298,799.36
Goal 3	205,478.85
Goal 4	7,447.04

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
Ellie Palomo			X		
Dottie Mana		X			
Susan Bergstrom		X			
Christy Gaytan			X		
Crystal Delsid				X	
Mari Jordan				X	
Michael Vaquera				X	
Heather Schofield				X	
Jennifer Allen				X	
Jennifer DuPras	X				
Numbers of members of each category:	1	3	1	5	0

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
X	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 01-17-2017.

Attested:

Mrs. Jennifer Du Pras _____
 Typed Name of School Principal Signature of School Principal Date

 Typed Name of SSC Chairperson Signature of SSC Chairperson Date