

The Single Plan for Student Achievement

School: Johnstonville Elementary School
CDS Code: 18641136010748
District: Johnstonville Elementary School District
Principal: Dr. Melanie Spears
Revision Date: June 3, 2016

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

Johnstonville Elementary School's Vision and Mission Statements

Guiding Principle: We will achieve academic and social success for all students. Mission Statement: The Johnstonville Elementary School District, in partnership with parents and community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest potential as productive, responsible citizens.

School Profile

JOHNSTONVILLE ELEMENTARY SCHOOL DISTRICT

Johnstonville Elementary is a unified educational system (students, parents, teachers, and community partners) thus a network of interlocking support. We are focused on creating a positive, safe environment. We set high standards of social and academic excellence in order to create engaged successful members of our school community.

We trust and are confident in our stakeholders' commitment to success.

GUIDING PRINCIPLE:

We will achieve academic and social success for all students.

THE JOHNSTONVILLE COMMUNITY BELIEVES:

1. To move our community and nation forward, students must receive a world class education.
2. Every student must be prepared for success in college and/or career.
3. Students, families, schools, businesses, and the community must work in partnership to relentlessly pursue academic excellence.
4. We must recruit, empower, and retain the most effective educators and staff.
5. That every student must have the opportunity to excel.
6. That each student must be empowered to achieve a healthy physical, emotional, and social lifestyle.
7. That every student must continue to learn beyond the traditional school day.
8. That all learners must have something to look forward to at the beginning and end of each school day.

The focus for the 2016-17 school years are building the capacity of all Johnstonville family members- students, staff, parents, board members, administration and community members. In particular, the focus areas will be the implementation of the Common Core curriculum in English Language Arts (Reading & Writing) and Mathematics. The District will maintain a safe and caring environment and increase its communications with staff, students, parents, and community members.

JOHNSTONVILLE ELEMENTARY SCHOOL DISTRICT PROFILE:

Johnstonville Elementary School is a transitional kindergarten through eighth grade school and is located in the rural community of Johnstonville, California. Johnstonville, California is found four miles east of Susanville in Lassen County, California and 78 miles northwest of Reno, Nevada. Johnstonville Elementary School District is a single school district that works in conjunction with the Lassen County Office of Education (LCOE). Johnstonville currently has ten general education classrooms and one instructional strategist and in cooperation with the Lassen County Office of Education (LCOE), offers a resource specialist program; and speech, counseling, and psychological services. The Lassen County Office of Education Steps-to-Success and the Moderate to Severe Disability programs are also located on campus. The school district operating budget is approximately \$1.7 million.

As of June 3, 2016 there are approximately 200 students enrolled at Johnstonville Elementary School. The student population is composed of about 2/5 low socioeconomically disadvantaged students and less than 10% English Language Learners. Interdistrict transfer students comprise 44% of the student population.

Staffing includes a superintendent/principal, ten general education classroom teachers, one full time instructional specialist, one part-time counselor, one part-time resource specialist program teacher, one part-time language and speech teacher, one part-time psychologist, one full-time librarian/media tech, one part-time nurse, four part-time instructional aides, one maintenance person, two

part-time custodians, one cook and one part-time kitchen helper. A full time Chief Business Officer (CBO) and school secretary as well as a part time district/board secretary is also employed.

The Johnstonville School staff is highly qualified to work with all students. All teachers are CLAD certified to work with English Language Learners. The teaching staff participates in ongoing professional development and formal (Professional Learning Community) and informal collaboration for data analysis and student interventions and extensions.

The instructional day for transitional kindergarten through eighth grades is 325 minutes (excludes recess). Academic calendar dictates 180 instructional days for students. Early release days are reserved for parent conferences, professional development, and end-of-the-quarter grading.

Parents are encouraged to take an active part in their child's education. The parents support the school through classroom assistance and visitations; Johnstonville Parent, Teacher, Student Association (PTSA); and volunteering for various activities. Communication and family involvement includes: a weekly (Thursday) communication folder, office flyers, classroom bulletins, the Johnstonville School website, quarterly parent conferences, Back-To-School Night and various programs for parents and students (Science Family Night, etc.). The School Site Council and the PTSA review the Single Plan for Student Achievement and the Local Control and Accountability Plan as well as other school plans and needs. Parents also participate in workshops and School Board meetings.

SCHOOL ACCOUNTABILITY REPORT CARD

The school accountability report card and all other plans, including LCAP are located on the Johnstonville School District website at <http://www.johnstonville-ca.schoolloop.com>

School snapshot can be accessed at California Department of Education website at: <http://www6.cde.ca.gov/schoolqualitysnapshot/>

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 Johnstonville Elementary School District Parent Survey was distributed to our Johnstonville families. The results have shown that those that responded (38% student representation) reported that they either "Agreed/Strongly Agreed" to the following regarding the school and staff: welcoming environment, polite school employees, personal questions are addressed, their child's academic progress/grades are explained, and home/school communication is sufficient. The item that the parents rated at a lower percentages in the "Agreed/Strongly Agreed" comments show the following areas in need of improvement: child's school wants to hear my ideas and children at the school receive fair treatment all teachers and staff.

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 school uses the Teach for Success Observation Protocol as well as the Johnstonville Elementary School District Classroom Observation Form (negotiated instrument) for classroom observations. The 2014-15 results showed that classroom teachers will need to fully engage students in their learning. Given the fact that the school continues to expand upon the same focus areas 2014-2017 classroom teachers will continue to need to perform more "checks for understanding" or formative assessments during the act of instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Johnstonville School uses a combination of California Common Core Standards, Measure of Academic Progress (MAP), STAR Reading and Math, I-station Reading and local assessments (classroom embedded instructional assessments, comprehension/fluency assessments and reading assessments) to determine progress toward demonstrating proficiency with the state grade level standards and to address individual student needs. Staff have access to a variety of data reports from MAP, I-station and STAR Reading and Math. Staff members meet together formally 5 times yearly for calendared early release professional development days, weekly at calendared PLC meetings and informally on an on-going basis to analyze and plan interventions for identified at risk students.

As a small, single school district there is only one class per grade level. All teachers are highly qualified and teach in self-contained classrooms, with the exception of reading that is taught in flexible groups. Groups are assessed quarterly and students generally move into a next higher reading group.

All classes have a range of student achievement levels and small class sizes may skew accurate data assessments.

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

The school uses the STAR Reading and Math assessments (quarterly) to monitor student progress. The school also uses the I-Station assessment monthly to monitor student reading progress and to provide Tier 2 interventions.

Staffing and Professional Development

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

All teachers are highly qualified and received job-embedded staff development that includes coaching and mentoring in the Common Core areas of reading and mathematics as well as all content areas.

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 involved in the development, delivery, and evaluation of training materials and content on SBE-adopted instructional materials.

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

2016-2017 professional development of staff has focused on school environment, student achievement, intervention (Tiered approach) and the implementation of effective instructional practices and the establishment and maintenance of a school culture focused on: trust and confidence, open honest communication, shared decision making and high expectations. All teachers have completed an introduction to Common Core training and continue to participate in coaching sessions with the instructional strategist and site administrator. All teachers and the site administrator participate and complete training regarding the implementation and effective use of data provided through Measure of Academic Progress (MAP) annually and Success for All measures. Additionally, staff will participate in training related to the ELA/ELD Framework, CCSS, NGSS, and the new ELA/ELD McGraw Hill adoptions i.e. Wonders (TK-5) and Study Sync (6-8).

The school uses the Common Core version of MAP assessment to allow the school the ability to prepare for a full implementation of Common Core and to access current curriculum and practices on Common Core Standards. Additionally, MAP testing as well as STAR Reading and Math and I Station implementation was expanded to include TK-8.

Professional Learning Communities were established both by grade level and as a school. The school calendar has been revised to include collaboration and professional development time for grade levels and for PLC work as an entire school community. The revision allows for early release days for the purpose of professional development and collaboration.

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

The school has employed (teacher of special assignment) a full time mentor and instruction strategist to support teachers in the classroom.

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

Through the negotiations process the school and the teachers have decided upon weekly Professional Learning Community (PLC) collaborative time. This time is used by grade levels and whole school.

Teaching and Learning

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

The Governing Board of the Johnstonville Elementary School District has adopted the CA Common Core Standards in English/Language Arts, Mathematics, Science, History/Social Studies and Music (TK-3). State approved, standards-based textbooks and instructional materials are used at all grade levels. Teachers implement standards-based curriculum, focusing on mastery of essential standards for all students. The state framework and standards are followed for physical education. Music textbooks for K-3 were adopted in 2009-10. New math textbooks were adopted for K-8 in 2014-15.

Transitional Kindergarten – Fifth Grades

Reading & Writing: Success for All/McGraw Hill Wonders

Mathematics: Expressions

History-Social Studies: Scott Foresman

Science: Scott Foresman

Music: Houghton Mifflin

Sixth – Eighth Grades

Reading and Writing: Success for All & English-Language Arts: McGraw Hill Study Sync

Mathematics: Big Ideas Math

History-Social Studies: Holt, Rinehart, Winston

Science: Glencoe

Intensive Intervention (available in limited supply from LCOE)

California Gateways (ELA)

Supplemental materials include:

Accelerated Reader

Think Cerca (6-8)

Lexia (TK-2)

MobyMax

Khan Academy

Intervention Program:

I-station Reading Program (K-8)

Assessments:

NWEA MAP (Measure of Academic Progress)- 3 times per year

Renaissance Learning STAR (Reading and Math)- 4 times per year

I-Station Skill Assessment- Monthly

State Testing- 1 time per year

Getting Ready for Smarter Balance

CAASPP Interim Testing

* Transition to Common Core State Standards began with teacher training 2012-2013 school year. A timeline for full implementation by 2013-2014 was established during the 2012-13 school year. The JESD staff will continue to deepen the use of CCSS across all grades and content areas.

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

Instructional minutes per day for Reading & Writing are 120 minutes plus tutorials of 30 minutes in TK-8. Instructional minutes per day for mathematics is 60 minutes.

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

Before and after instructional time of 20-30 minutes is built into the schedule. Focus learning, which is an intervention for reading, is built into the daily instruction schedule for 30 minutes each day.

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

All general education students have sufficient standards-based instructional materials in all subjects. In completing the Academic Program Survey in 2011-12 it was found that standards-based materials were not available to the county STEPS program and while materials are available for English Language Learners and Special Education students access and the delivery to these subgroups was limited and not fully implemented. Johnstonville School continues to address these concerns by working with Resource Teacher to push in to general education classrooms as much as possible for special education students and has included STEPS and the Moderate/Severe program students in the I Station intervention program. Teachers for Resource, STEPS and Moderate/Severe have also been included in all professional development and PLC opportunities.

Johnstonville is a Title I School that transitioned to schoolwide assistance during the 2012-13 school year. All general education students use the same textbooks. Funding for categorical programs follow the guidelines set forth by the California State Department of Education for Tiers I, II and III flexibility. The school has no migrant students. Funding for special education materials and supplies is provided by the Lassen County Office of Education and supplemented by our school.

Site teachers and administration, collaborate with other grade level teachers through countywide yearly inservice and opportunities to review new curriculum at the county office. Final selection of materials is conducted after site based curriculum review is conducted by all teachers, administration and the board. The materials are researched and assessed as to the appropriateness of materials in relation to our school vision, focus, needs of students and alignment with State Common Core Standards and regulations. LCOE and the district provide textbook presentations and webinars from state approved vendors. Supplemental materials are researched and review by site teachers and administration through grade cluster meetings and schoolwide professional development days.

The validity and effectiveness of core and supplemental instructional materials are assessed and gauged by teachers and administration yearly. Additionally, teachers continually assess the effectiveness of instructional materials during lesson planning and instruction and maintain a focus on the transition to State Common Core Standards in each lesson. Instructional materials are assessed for clearly stated, Common Core aligned objectives with measurable verbs that can be used to assess student understanding. Evaluation of instructional materials is associated with student performance on class assignments; classroom observations; anecdotal records; total student response (TPR); class discussions; and frequent checking for understanding. Evaluation of instructional material is reflected in class assessments; Study Island assessments; STAR; Measure of Academic Progress (MAP) given three times per year, monthly I-Station Skills Assessment, STAR Reading and Math, given 4 times per year and CELDT.

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 are aligned with the State of California standards including Common Core standards. JESD will rollout McGraw Hills ELA/ELD Wonders (TK-5) and Study Sync(6-8) beginning 2016-2017.

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

Analysis of Measure of Academic Performance (MAP), CST (state testing), I-Station and STAR Reading and Math are used to design instruction and interventions based on student needs. The school has implemented a Tiered approach to intervention. Academic intervention focus groups for reading (TK-8) are conducted daily for 30 minutes (each grade level) and focus on students identified as at risk in reading comprehension and fluency. Students are identified as at risk by MAPs, state testing, I-Station, STAR Reading and core instruction assessments. I-Station lessons and MAP results along with the use of DeCartes are utilized to guide teachers in ensuring that instruction matches the need of each student. The DeCartes resource is part of MAP program and is available to all teachers. I-Station is a computer based intervention program that assesses students and then delivers targeted computer based activities and lessons. I-Station also has directed instruction lessons that teachers and paraeducators use during small group differentiation. Interventions are implemented by teachers and are monitored daily through pre/post assessments in each lesson and throughout the year by MAP, STAR Reading and Math and I-Station.

Teachers implement daily interventions by differentiating instruction and work in small groups with students needing remediation and support throughout the day. Assessment and analysis of progress are ongoing and both formative and summative (MAPs, classroom assessments). Progress toward mastery of standards is reported to families each quarter through standards based report cards for TK-3th, 4th and 8th grades, a monthly I-Station Reading Skill report, Tri-annual MAP student report and yearly State results report mailed directly to parents.

Before school, lunchtime and after school tutoring are provided by classroom teachers on an as needed basis. Paraeducators work with students and are funded through the general fund as well as Title I. In addition to the textbooks and standards-based instruction supplemental materials include: Accelerated Reader, Study Island, Read Naturally, Zaner Blosser Spelling, Grammar Usage Mechanics, SRA, Think Cerca, and Lexia. Intervention programs include: I-Station (reading) and I-Learn (math)

English Learners are served by a part-time bilingual aide. Services are focused on providing support in the classroom for success with grade level standards. Targeted assistance for our most "at risk" ELL students is provided for 30 minutes each day by the bilingual aide and planned in conjunction with our district ELL coordinator.

The CELDT assessment is given yearly and areas of individual needs are targeted. Student progress is assessed by teachers each quarter.

Redesignation of ELL student is conducted by the following process:

1. All ELL students are profiled and an in-depth data study is conducted Oct. of each year
2. Students who have scored Met Standard/Exceeded Standard in ELA and Math on CAASPP and have demonstrated grade level proficiency on MAP, I-Station and STAR Reading and Math as well as have scored Early Advanced to Advanced on CELDT will be recommended for Redesignation
3. A Redesignation team, consisting of the ELL Coordinator, Classroom Teacher, Parent/Guardian, and administration, will convene to make a team decision on Redesignation.
4. After Redesignation a student will continue to be monitored and profiled quarterly to assess any need for support during the transition to general education without supports.

If regular program services are not sufficient to help an underperforming student achieve grade level standards, Student Intervention Team meetings are conducted and additional interventions are designed, implemented and monitored by the team. Tier I interventions include the general education classroom teacher planning for and delivering interventions based on each student's specific needs and 30 minutes each week on I-Station. Tier II intervention, which targets students scoring below grade level, in particular socioeconomically disadvantaged students, includes core curriculum textbook supplements for intervention, small group instruction, I-Station for 90 minutes per week and daily 30 minute Academic Intervention Focus Learning Groups for Reading. Tier III support, which includes students scoring below or significantly below grade level or who qualify for Special Education services, may be provided through placement in the specialized programs, 504 assessment or referral for special education services. Tier III students also receive no less than 120 minutes of I-Station Reading instruction per week.

14. Research-based educational practices to raise student achievement

The school utilizes WestEd's Effective Instructional model known as Teach for Success to ensure that all teachers are proficient in effective instructional practices. Such practices include communicating the common core objective, creating and maintaining a safe and caring learning environment, using assessments, engaging all students in their learning, emphasizing key vocabulary, establishing relevancy, creating a literacy rich environment for student supports.

Parental Involvement

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

The school community is working to improve family and community involvement and has created a position designated as Family Involvement Coordinator. This position, funded through Title I, is filled by a teacher and works through and reports to administration and Site Council. The Family Involvement Coordinator plans and organizes a monthly outreach activity for all families and serves as a liaison between the school and families designated as "at risk." Additionally, Site Council meets quarterly to discuss ways to improve instruction, analyzes current achievement data, communication and the school environment. PTSA has begun to sponsor school activities and will fund school purchases of academic incentives, supplemental materials, guest experts/speakers, assemblies and field trips. Parent and community volunteers assist in classrooms, on field trips and in extra-curricular activities. Local artists, law enforcement, the fire department and the utility district provide classroom presentations and assemblies and are essential in reviewing and revising our schoolwide Safety Plan each year.

Title I services, delivered by instructional assistants, support students in the classroom. English Language Learners gain additional support from the part-time bilingual assistant. The Alert Now telephone communication system is used to inform parents of important messages and events. Teachers conduct parent/teacher conferences for all students quarterly and on an as needed basis for at-risk students throughout the year. Our school has on-line grading program that will allow parents access to grades and missing assignment reports at any time. Students in the strategic and intensive learner category who are experiencing continued low performance or ongoing behavior problems are referred to a Student Intervention Team, where an action plan for interventions is created, monitored and followed up on every 4-6 weeks.

Several barriers concerning student achievement have been eliminated with the hiring of the school's instructional strategist. Continued monitoring, data collection, support and implementation of effective instructional strategies to enhance student performance in our subgroups is now available. Communication with and educational opportunities for families in the developmental stages are fully in place to bridge the gap between school and home. Barriers exist in the availability of early childhood services in our area. While we have several in-home day cares in the neighborhood, there is not a formal program or opportunity for PreK children within our school boundaries. Technological barriers have been reduced with the scheduled purchase (2016-2017) of 4 chrome book carts to add to the existing two portable laptop carts for student interventions and extensions. At-home barriers in technology exist in the fact that access to internet is limited to a significant population of our students, particularly those in our socioeconomically disadvantaged subgroup. Open lab time has been created to address this concern but limited at home access does continue to impact a significant number of students in our subgroups. Parents and students can no longer access I-Station for reading practice at home.

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)

Both Site Council and the newly formed PTSA are involved in the development, evaluation, and revision of our Single Plan for Student Achievement, Local Control and Accountability Plan, and additional programs and plans. PTSA meets monthly and Site Council meets quarterly.

Funding

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

Categorical fund programs include:

- Title I (Improving Academic Achievement of the Disadvantaged)
- Title II (Improving Teacher Quality)
- Title III (Limited English Proficient)
- Title IV (Safe and Drug- Free Schools)
- REAP (Rural Education Achievement Program)
- EIA (Economic Impact Aid)
- Art/Music Block Grant
- Library Improvement Grant

As a schoolwide Title I school all students can benefit from instructional support and programs designed to improve student achievement. Title I also supports parent education and outreach. The school utilizes the Single Plan for Student Achievement to help guide and monitor the Schoolwide Title I Plan.

Instructional assistants and a bilingual assistant work with small groups and one-on-one with “high priority” students. Supplemental materials strengthen student understanding. Professional development through Title II funding, strengthens classroom instruction. Teachers have received training in the use of MAPs, DeCartes, effective instructional practices, and differentiated instruction as well as how to work with our ELL population.

18. Fiscal support (EPC)

General Funding, Federal Funding (through State, ESEA), LCFF/LCAP

Description of Barriers and Related School Goals

Additional monies will be necessary to implement Common Core curriculum, provide teacher training, student materials, and assessments.

Continued emphasis on increasing student achievement through updated curriculum materials, teacher training, coaching, and mentoring, and assessment and intervention systems.

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	25	25	100%	25	2396.0	4%	24%	40%	32%
Grade 4	26	25	96.2%	25	2437.8	8%	12%	44%	36%
Grade 5	28	27	96.4%	27	2461.1	11%	26%	22%	41%
Grade 6	30	28	93.3%	28	2487.3	0%	25%	46%	29%
Grade 7	28	27	96.4%	27	2540.6	7%	41%	33%	19%
Grade 8	25	23	92%	23	2523.4	0%	39%	17%	43%
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	162	155	95.7%	155	N/A	5%	28%	34%	33%

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	12%	48%	40%	0%	56%	44%	8%	80%	12%	16%	36%	48%
Grade 4	20%	48%	52%	4%	76%	20%	16%	56%	28%	8%	52%	40%
Grade 5	40%	32%	44%	11%	44%	44%	7%	59%	33%	19%	56%	26%
Grade 6	0%	46%	54%	11%	54%	36%	14%	71%	14%	7%	75%	18%
Grade 7	22%	67%	11%	19%	52%	30%	7%	85%	7%	15%	63%	22%
Grade 8	13%	43%	43%	4%	52%	43%	17%	48%	35%	4%	57%	39%
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	12%	51%	37%	8%	55%	36%	12%	67%	21%	12%	57%	32%

Conclusions based on this data:

1. Seems to be a relative strength in listening and demonstrating effective communication skills
2. Critical number of students grades 3-8 fall in standards nearly met in terms of overall achievement. Need to dig deeper into this population and determine needs to move this group into standards met
3. Analysis of CAASPP 2015 and 2016 initial scores as well as school-wide assessments is needed to forward plan and target in specific areas of need for students in below standards

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	25	25	100	25	2390.8	0%	8%	48%	44%
Grade 4	26	25	96.2	25	2441.5	4%	20%	48%	28%
Grade 5	28	27	96.4	27	2454.7	0%	15%	30%	56%
Grade 6	30	28	93.3	28	2503.4	11%	14%	46%	29%
Grade 7	28	27	96.4	27	2537.9	15%	30%	30%	26%
Grade 8	25	23	92.0	23	2519.8	4%	26%	26%	43%
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	162	155	95.7	155	N/A	6%	19%	38%	37%

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	4%	28%	68%	8%	44%	48%	0%	76%	24%
Grade 4	8%	28%	64%	4%	72%	24%	12%	40%	48%
Grade 5	0%	41%	59%	4%	37%	59%	0%	41%	59%
Grade 6	18%	36%	59%	11%	54%	36%	11%	64%	25%
Grade 7	22%	44%	33%	15%	56%	30%	19%	74%	7%
Grade 8	4%	30%	65%	9%	61%	30%	17%	61%	22%
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	10%	35%	55%	8%	54%	38%	10%	59%	31%

Conclusions based on this data:

1. Need to analyze and identify deficits in current math curriculum in order to address needs of students especially in area of concepts and procedures where a total of 55% of students grades 3-8 scored Below Standard
2. Seems to be a relative strength in communicating reasoning and supporting mathematical conclusions
3. Significant % of students (38% and 37%) are not meeting grade level standards in math grades 3-8 according to CAASPP. Schoolwide data indicates similar results. Root cause analysis and a clear plan are needed.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2015-16 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
2					***** *	***					*****
3			***** *	***	***** *	***					*****
5			***** *	***	***** *	***					*****
6							***** *	***			*****
Total			4	50	3	38	1	13			8

Conclusions based on this data:

1. Continue to support student learning with the use of a paraprofessional.
2. Continue to provide staff development for all teachers and paraprofessionals in the area of effective instructional practices and language acquisition to support ELL students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2015-16 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	

Conclusions based on this data:

1. Continue to give additional support both academically and with the language acquisition.
2. Continue to provide on-going job-embedded staff development in effective instructional practices in the general education classroom and when tutoring.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

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. Continue to provide required daily English Language Develop to students with English as a Second Language
2. Roll out the ELA/ELD Framework in staff professional development sessions and ensure teachers apply the practices in daily lessons
3. Regularly look at the data for students identified as ELs and support this with differentiated academic supports

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	21.4	47.0	22.8	49.0		
Met Target						

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			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1. District is part of LCOE Consortium for Title III
2. Support teachers with applying new learnings from the ELA/ELD Framework trainings to daily teaching and learning

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Achievement/ Assessment
LEA/LCAP GOAL:
Increase student achievement in the content areas of English Language Arts (Reading and Writing) and Mathematics.
SCHOOL GOAL #1:
Student Achievement/Assessment
Data Used to Form this Goal:
<ul style="list-style-type: none">• MAP testing - RIT by teacher, APG- Academic Progress Goals reports, DeCartes Continuum of Learning• I-Station student and class reports- monthly analyzed and used to drive instruction by staff and monthly progress report sent home and signed by parent/guardian• STAR Reading and Math student and class reports- quarterly analyzed and used to drive instruction by staff. Quarterly reports sent home to be shared with parents. Signed and returned by parent/guardian and conferences held as needed.• State testing data to evaluate and monitor effectiveness of programs and curriculum• I-Station Reading Usage Report (monthly)
Findings from the Analysis of this Data:
Critical number of students grades 3-8 fall in standards nearly met in terms of overall achievement. Need to dig deeper into this population and determine needs to move this group into standards met/exceeded.
How the School will Evaluate the Progress of this Goal:
MAP testing conducted three times each year (once per trimester)for K-8 State testing conducted annually beginning 2015 I-Station Skills Assessment- monthly progress monitoring STAR Reading and Math- quaterly assessment I-Station Reading- monthly Usage Report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be provided on going training and time for essential collaboration. Collaboration will focus on the use of MAP, I-Station, STAR Reading and Math, and Effective Strategies implementation schoolwide data results to identify specific student and teacher needs and develop instruction to address those needs and increase mastery of essential ELA & Math content knowledge (common core state standards). Teachers will be provided training and coaching during collaborative meetings (PLC) built into the school academic calendar. Training and collaborative work will be lead by administration and/or an instructional specialist. Formal collaboration by grade level cluster (K-2, 3-5, 6-8) will be conducted every monthly.	2016-2017	All teachers grades K-8, Special Education, and Moderate/Severe program teachers will have opportunity to participate in all trainings, workshops, and collaboration offered.	New McGraw Hill ELA/ELD materials adopted	4000-4999: Books And Supplies	LCFF - Base	15,000.00
			New McGraw Hill ELA/ELD materials adopted	4000-4999: Books And Supplies	LCFF - Supplemental	15,000.00
			Common Core Math PD	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000.00
		The training and support will be provided by the instructional specialist, and administration.	New Teacher SFA Training	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	11,250.00
			Year 4 SFA	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	9,000.00
		Upgrade lab for MAP administration and effective training opportunities	ATE	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,536.00
			ATE	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	664.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*Quarterly I-Station Student Skills Assessment Reports will be sent home with each child. The report will have attached to the front a signature and information page inviting questions, concerns and a request for conference (if needed). Return of the progress report will be monitored and parent input requested by mail or phone call if not returned within one week.</p> <p>*Triannual MAP reports and Quarterly STAR Reading and Math Reports will be sent home with each child following the same procedure and protocol as previously described for I Station reports.</p> <p>*Parent I-Station and MAP Information nights will be scheduled two times per year.</p> <p>*MAP, I-Station and STAR scores will be available at first conference and will be explained to each parent by the teacher at that time as well.</p>	2016-2017	<p>Instructional Strategist.- print monthly, quarterly progress reports Teachers- create signature and information page for each report and distribute, monitor and follow up on parent concerns and return of signature page Instructional Strategist- create triannual parent surveys and questionnaires</p> <ul style="list-style-type: none"> distribute and coordinate parent information nights/ discussion sessions <p>Site Council/JSCA/Staff/ Board- review findings and input from parents/guardians in regards to student achievement information and SPSA and LCAP plans for achievement and parent involvement</p>	I Station, STAR, MAP intervention	4000-4999: Books And Supplies	LCFF - Supplemental	14,298.00

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: Academic Intervention/ Instruction
LEA/LCAP GOAL:
The school will provide academic interventions for students in Tier II and Tier III reading aligned with grade level CA Common Core State Standards and CAASPP targets.
SCHOOL GOAL #2:
Academic Intervention- Tiered Intervention System & Tutoring aligned with CCSS and CAASPP targets
Data Used to Form this Goal:
MAP- APG report State test scores (for goal setting and identification of strengths and weaknesses) I-Station student/class/schoolwide reports STAR Reading and Math student/class/schoolwide reports
Findings from the Analysis of this Data:
Students need to increase their proficiency in Reading, Language Usage (writing), and Mathematics as demonstrated on CAASPP
How the School will Evaluate the Progress of this Goal:
State Assessment-yearly MAP-triannual I-Station Skills Assessment- monthly STAR Reading and Math-quarterly Think Cerca & Lexia reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet in grade level clusters (K-2, 3-5, 6-8) or as a schoolwide PLC weekly for at least 45 minutes to evaluate current data. Grade level clusters will monitor, evaluate and create flexible groups based on MAP, I-Station aa indicated by RIT bands in the Reading content area using Learning Targets (Des Cartes)	2016-2017	Instructional Strategist Teachers and Site Administration Instructional Assistants	This work is outlined in the teachers' contract.			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly observations (walk throughs) will be conducted in each classroom. Data collected during those observations will be used to guide planning and dialogue around instruction and the implementation of effective strategies. Observations will be performed by the instructional strategist and administrator.	2016-2017	<p>Teachers- weekly objectives submitted to office, meet with administration and/or instructional strategist to discuss teaching and observations, participate in discussion pertaining to instructional strategies and effective teaching.</p> <p>Administrator will-conduct weekly walk through observations, make time in schedule each week pertaining to classroom observations and the implementation of effective instructional strategies to assist teachers calculate and display student data on Data Wall in the training room.</p>				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Professional Development/ Curriculum
LEA/LCAP GOAL:
The District will provide a Professional Learning Community by which teachers will learn, develop and implement a standards-based system including a map for Common Core Curriculum and Assessments.
SCHOOL GOAL #3:
Professional Development- Common Core State Standards & Assessments aligned with the expectations targets of CAASPP.
Data Used to Form this Goal:
Student/class and school reports for MAP, STAR Reading and Math, I-Station, State Assessments
Findings from the Analysis of this Data:
Staff will need to continue to deepen their understanding and the implementation of the Common Core Curriculum. Ensuring that daily grade level lessons are in alignment with District and State assessments in order to provide targeted grade level instruction, student interventions, and extensions.
How the School will Evaluate the Progress of this Goal:
Evaluate system's growth by using the State assessment system (i.e. CAASPP, CAA). Monitor and report on progress toward implementing District Common Core curriculum (i.e. SBAC Interim Assessments). Evaluate student academic growth using district assessments: MAP, STAR Reading and Math; I-Station

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will continue to receive training on Common Core State Standards. Staff and Administration will create a district timeline for implementation of Common Core State Standards based on state recommendations. Implementation of Common Core Standards will begin 2012-13 school year with a full implementation of ELA and Math planned for 2014. Smarter Balance state assessment are scheduled by the state to begin 2014-2015 school year.	2016-2017	Teachers and Administration	BSTA	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,536.00
			BSTA	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	664.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Common Core Parent information nights will be scheduled for no less than two times per year. Administration, Instructional Strategist, and Teachers will communicate with parents regarding Common Core State Standards at conferences using a COMMON CORE STANDARDS BASED report card for K-3 grade (4-8 may also contain a portion for grades but will also address Common Core State Standards).</p> <p>Information and training will be provided to parents/guardians through weekly folders and the school's website.</p> <p>Training will be provided to Site Council and PTSA members regarding Common Core State Standards by the Instructional Strategist.</p> <p>The school website will contain information and communication regarding common core and the implementation at Johnstonville School.</p>	2016-2017	<p>Teachers will- Create weekly Thursday folders with CCSS information to be included. Teachers and Administration will work together to plan, organize and deliver Common Core training and information for parents. Teachers- utilize common core standards reporting and educate parents about common core at parent conferences quarterly. Parent/Site Council & JSCA - provide feedback and participate in discussions, surveys and information nights</p>	CCSS Math PD	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000.00
			Rollout of NGSS	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The Administration with staff advisory will prepare, distribute, and monitor the use of an annual district-instructional curriculum map that includes the implementation of SBE-adopted basic core ELA/ELD Framework, strategic support and intensive intervention programs and SBE-adopted mathematics basic core, strategic, and Grades TK-8 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.</p> <p>Teachers TK-8 with the support of the Instructional Strategist will meet and create a MAP to SUCCESS curriculum/pacing guide that addresses all critical content for each grade level for ELA and Math according to Common Core State Standards.</p> <p>The "MAP to SUCCESS" curriculum and pacing guide will align with common core standards.</p> <p>Site Council & PTSA will review curriculum maps as they are created for input and feedback.</p> <p>Parent/Guardians will receive copies of curriculum maps/pacing guides at the beginning of each school year or upon implementation. Further communication regarding curriculum maps will be shared at parent involvement nights and via Thursday folders and school's website.</p>	2016-2017	<p>Administration & Teachers- collaboratively create curriculum maps/pacing guides, communication with parents at beginning of year or upon implementation. Administration will provide: on-going communication, monitoring related to the implementation of curriculum map and assist in process of creation of maps</p> <p>Parents-participate via Site Council, JSCA, LCAP Parent Advisory Council and feedback opportunities at parent involvement meetings regarding pacing and curriculum guides and funding.</p>	Parent Involvement	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	339.00
			Annual Title I Conference attendance (Admin, Teacher, SSC Parent)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3,000.00
			Second Cup of Coffee (2 way parent communication)	4000-4999: Books And Supplies	LCFF - Supplemental	100.00

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: N/A
LEA/LCAP GOAL:
SCHOOL GOAL #4:
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

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: N/A
LEA/LCAP 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 ELA/ELD & Mathematics
SCHOOL GOAL #1:
Increase student achievement in the content areas of ELA (Reading and Writing) and Mathematics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
IStation	2016-2017	All teachers and administration	Support students with assessment and intervention needs.	4000-4999: Books And Supplies	LCFF - Supplemental	14,298.00
Tech courses	2016-2017	All teachers and administration	Staff will learn 21st Century Technology programs and embed them in daily teaching and learning plans i.e. Google docs, etc.	4000-4999: Books And Supplies	LCFF - Base	1,500.00
Visual Performing Arts (VPA)	2016-2017	All teachers and administrators	The school will develop a variety of projects short and long term to embed VPA into school wide practice.	4000-4999: Books And Supplies	LCFF - Base	1,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA/ELD & Mathematics
SCHOOL GOAL #2:
The school will focus on the necessary academic interventions required by the review of data for students in Tier II and Tier III reading and mathematics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alternative Support-SES Transition/ESEA	2016-2017	All teachers and administrator	Think Cerca and License	4000-4999: Books And Supplies	Title I	3,384.00
School Choice	2016-2017	Administration	Apply State Regulations for School Choice	5800: Professional/Consulting Services And Operating Expenditures	Title I	3,384.00
Staff Focus Groups	2016-2017	All teachers and administration	Staff examine their beliefs, attitudes, and teaching practices against research with the aim of improving school culture, climate, student achievement, and parent engagement.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,025.00
Enhance Course Work with heightened student engagement	2016-2017	All teachers and administration	Staff will explore researched base strategies and techniques to keep students involved, motivated, and actively learning at rigorous levels aligned with the expectations of CCSS and CAASPP.	4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA/ELD and Mathematics through interactive staff Professional Learning Communities
SCHOOL GOAL #3:
The District will continue to use the PLC structure which teachers will learn, develop, and implement a standards-based system that includes a curriculum map and assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS Professional Development	2016-2017	All teachers and administrator	Participate in LCOE related trainings	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,178.00
NGSS Professional Development	2016-2017	All teachers and administrator	Attend local NGSS rollout of training (2 teachers and administrator)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,000.00
ELA/ELD Framework PD	2016-2017	All teachers and administrator	WestEd & LCOE trainings	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,178.00
New McGraw Hill Publisher PD on Wonders (TK-5) and Study Sync (6-8)	2016-2017	All teachers and administrator	Publisher training on the new approved SBE adopted ELA/ELD instructional materials (Wonders/Study Sync)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	15,000.00
			Publisher training on the new approved SBE adopted ELA/ELD instructional materials (Wonders/Study Sync)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Related to Behavioral Interventions
SCHOOL GOAL #4:
The District will provide behavioral interventions and training for staff and students to improve the school/classroom climate and overall school safety.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS	2016-2017	All teachers and administrator	The school and designated staff will continue to participate in the LCOE PBIS Cohort	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00
Counseling Services	2016-2017	LCOE Contracted Provider	Weekly behavioral counseling for identified students, 1 day a week.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000.00
Student Motivation	2016-2017	All teachers and administration	Recognition and Motivation Initiatives	4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
Parent Involvement	2016-2017	All teachers and administration	Face-to-Face meetings with parents-i.e. Second Cup of Coffee/2 way communication exchange between school/home	4000-4999: Books And Supplies	LCFF - Base	250.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in N/A
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 Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	42,786	-7,536.00
LCFF - Supplemental	30,062	-664.00
Title I	3,339	3,339.00
Title II Part A: Improving Teacher	1,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	50,322.00
LCFF - Supplemental	30,726.00
Title I Part A: Allocation	3,339.00
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
4000-4999: Books And Supplies	44,398.00
5800: Professional/Consulting Services And Operating	40,989.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Base	15,000.00
5800: Professional/Consulting Services	LCFF - Base	35,322.00
4000-4999: Books And Supplies	LCFF - Supplemental	29,398.00
5800: Professional/Consulting Services	LCFF - Supplemental	1,328.00
5800: Professional/Consulting Services	Title I Part A: Allocation	3,339.00
5800: Professional/Consulting Services	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	72,748.00
Goal 3	12,639.00

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
Dawn German-Howe, 1st Gr		X			
Lisa Urquizu, 4th Gr		X			
Aaron Johnson, 5th Gr		X			
Ferne Lee, Cafeteria Manager				X	
Andrea Kellogg-CBO			X		
Hannah Kelley-Chair				X	
Karen Kelley- Vice-Chair				X	
Jaron Krikpatrick				X	
Brie Buckler				X	
Dr. Melanie Spears	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

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 6/6/16.

Attested:

Dr. Melanie Spears

Typed Name of School Principal



Signature of School Principal

Date

Hannah Kelley

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date