

The Single Plan for Student Achievement

School: Richmond Elementary School
CDS Code: 15-73742-6009328
District: Sierra Sands Unified School District
Principal: Michael Yancey
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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

Richmond Elementary School's Vision and Mission Statements

Vision

Our vision is for Richmond School to be recognized as a safe place where all children can achieve the academic and life skills necessary for a successful future.

At Richmond School learning is celebrated daily through attendance, attitude, and achievement.

Mission

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- develop responsibility and proper citizenship
- demonstrate respect for self and others
- acquire academic skills, knowledge and self-motivation to learn
- apply critical thinking and express their creativity

These goals will be accomplished through:

- professional development
- parent education/participation program
- cooperation and support from parents and community

School Profile

Richmond Elementary School opened its doors in January of 1953. At that time, it was a neighborhood school for the military, Department of Defense and employees who worked on the China Lake Naval Base. With the addition of the Annex in 1974, Richmond Elementary became the designated school for children of special needs throughout the local area. As the China Lake School District merged with Sierra Sands Unified School District, the housing on the base became limited to families of military personnel. Richmond was then assigned a geographic district in the Ridgecrest area. Over the years, the population of the school has evolved to one of children of military families living on the base or children of Department of Defense/Civil contractor employees, students with disabilities from the Sierra Sands Unified School District, and children from the zoned area of the local community. There are a total of 483 students at Richmond of which 49% are Socioeconomically Disadvantaged, 24% are Students With Disabilities, and 11% are English Learners. Richmond's unique population has been recognized over the years with many awards for excellence including the California Gold Ribbon Award and Title I Achieving School Award. Students, teachers, staff, and families recognize the importance of a community identity that promotes a respect for education. Parent involvement is a critical element. Parents are urged to volunteer in the classrooms; asked to become members of our Parent Teacher Organization; help at FAME (Fine Arts Mini Experience) twice a month; and asked to serve on various committees dedicated to the organization of the school. Open communication is a key factor in the school-community relationship.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

A Parent Survey is issued in the spring of each year and sent home to all parents. The results of questions regarding school culture were positive as to parent involvement, daily greetings, school safety, student discipline, well maintained surroundings and the expectation of high standards. Recognition of students at Accelerated Reader and Superstar Assemblies were warmly reviewed. This reflects a culture of respect and responsibility that is the goal of the school. Parents agreed that they were invited and encouraged to visit the school, assist as a volunteer, attend school functions, and serve on important committees. Activities for parents are held at a convenient time and meetings are conducted in a language that the parents understand. Richmond Family Nights were promoted with more appropriate advertising, thus allowing all families to participate. Communication from teachers to parents in a language they can understand was rated highly. The school has a newsletter and a parent handbook that is accessible

to all. Parents responded positively that they had been kept informed of their child's progress, understood the standards that were taught, supported the school's high academic goals, and were clear as to how their student's work was graded. The families were very pleased with their child's progress in all academic areas. Opportunities for learning were evident in the responses to the surveys.

Classroom Observations

Classroom observations are a mixture of quick walk-throughs during the school day, stopping to watch teaching in action and more formal pre-arranged observations. In the normal course of the school day, students are asked follow-up questions regarding incidents on the playground or bus. Every attempt is made to observe in each room at least once a week. Positive notes are sent to the teacher as a result. The principal is called to help with disciplinary issues, teacher concerns regarding specific opinions, and asked for advice on particular students. Observations are not intended to be intrusive, but to paint an accurate picture of the classroom dynamics. This leads to affirmation of good teaching strategies. Probationary teachers are formally observed several times. Teachers with tenure are formally observed every other year until they have attained ten years with the district. At that point, teachers are observed every five years. The district has a process of goal setting for each teacher. A goal setting conference is held prior to the formal observation. A post-observation conference is a follow-up to the actual classroom observation. Completed evaluations are the result of conversations, observations, and analysis of the teacher's effectiveness. The current teacher evaluation document is based on the California Standards for the Teaching Profession (CSTP). The observation and evaluation process encompass portions that include coaching, mentoring, and acknowledgement of individual teacher contributions. Those efforts reflect the students' success, the schools' effectiveness and the relationships of student, school, and community.

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

Standards, Assessment, and Accountability

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

School-wide results of state, school, and district-based assessments in math and language arts (CAASPP, CELDT, and interim assessments) are reviewed in collaborative meetings in late August and early September to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks are used as planning guides. Test data are warehoused in Illuminate and data are available by school, teacher, student group, and individual student. This information is used to identify students at risk and to plan instruction, including pre-teaching and/or re-teaching strategies. Teachers also work in grade-level collaboration meetings to analyze student data, develop curriculum, create action plans, and discuss, model, and observe best practices. Teachers use interim assessment results in Language Arts and Mathematics, as well as common formative assessments to monitor and modify instruction, and plan interventions. Star Early Literacy, Star Reading, Star Math, Moby Max, and phonemic awareness assessments are used at the site to evaluate students and plan intervention groups. Additionally, during the school year, once each month all special education teachers meet in a collaborative group to discuss needs unique to their student population.

Bi-monthly collaboration and weekly grade-level meetings allow the staff to work as a professional learning community to analyze assessment data, plan instructional strategies for individual students, and develop targeted assistance groups. At the beginning of the 2012-2013 school year, the WINN program was introduced. WINN stands for "What I Need Now": a 2.5 hour program during the school week in which a learning standard is selected, students are assessed, and instruction is repeated for students who do not pass the assessment. Those students who pass the assessment participate in a variety of enrichment activities. This format has proven to be successful and is ongoing. Beginning with the 2015-2016 school year, late start Wednesdays have been implemented by the school district to facilitate whole school or grade level collaboration each Wednesday morning from 8:30-9:30 am.

During the school year, our Title I projects teacher is teaching small group instruction for intervention in grades 1-5. These small groups reinforce and support the core curriculum and give students the opportunity to master the core standards. Classroom teachers have resumed the responsibility of additional dedicated English Language Learner instruction, as required by state regulations. Time is allotted for grade level groups to receive additional instruction.

The Benchmark Advance K-5 English Language Arts (ELA) program was adopted and purchased for 2017-18 school year by the district. The district Curriculum and Instruction office is regularly scheduling training for every grade level with the new program.

The Acellus program is used for our Special education students as well as a target group of high-priority regular education students. Acellus is a self-paced, technology based program. Students work through the program in the Special education classrooms.

Each year all students in 3rd-5th grades, take the SBAC Test. All fifth grade students take the SBAC Science or the CMA Science, if applicable. Qualifying students take the CAA in place of the SBAC.

Richmond School's average score in English Language Arts was 50% met or exceeded standards. Math results were 40% met or exceeded standards. This compares with a district average scores of 50% ELA and 34% math. Benchmark tests and local scores show a strong upward trend in Early Literacy, STAR Reading, STAR Math and fluency. Solid benchmark scores are evident in English Language Arts Benchmark and Math Benchmark scores among the general education students. Special education students exhibited scores associated with their disabilities when measured by standardized testing. CAPA Science scores show that most special education students in the proficient and advanced ranges in CAPA Levels I,II,III, and IV.

The results of the data received from SBAC and interim assessment test scores are analyzed and used as a focal point for continued instruction, intervention and further analysis as to the efficacy of teaching. Specific sub-groups will be monitored. Instructional methods will be targeted as to areas of need as reflected by studying sub-category results from the prior year's testing.

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

The results of the spring 2017 SBAC (Standards Based Accountability Consortium) have been received by the Sierra Sands School District and individual elementary schools. Test data for English Language Arts, Mathematics, and Science have been reviewed. The testing format groups students into four categories: not met, nearly met, met and exceeded standards. ELA scores were divided into reading, writing, listening and research/ inquiry. Overall, ELA scores for third grade were 56% meets or exceeds standards. Fourth grade ELA scores were 43% meets or exceeds standards. Fifth grade scores were 53% meets or exceeds in ELA. Math test descriptors or categories were concepts/procedures, problem solving/modeling data and communicating reasoning. Math for third grade was 53% meets or exceeds, fourth grade 40% and fifth grade 28%. Overall the school achieved a 50% meets or exceeds standards in ELA and a 40% meets or exceeds standards in Math. It must be noted that students with disabilities are assigned a grade level based upon their age, not their cognitive ability. Further analysis includes individual class by class and grade level by grade level documentation of scores at all levels.

Analysis, in a collaborative format, was the focus of grade level meetings. Using the information provided, groups of students were identified using class and individual results. Students receive intensive intervention during the school day, through WINN; small group instruction in the classroom, with the Resource Teacher and the Projects Teacher; along with being offered before school intervention in the fall and spring. The teachers additionally use this analysis to guide their future teaching of core subject areas.

All eligible students were tested using the SBAC program. All testing was done via computer, either with Chromebooks or in the computer lab. Students were grouped by grade level. Testing consisted of English Language Arts questions with a performance task and Math questions with a performance task. Students used the tools embedded in the test to assist them in answering the questions. The teachers and students had access to the Field Test Practice Tests prior to the testing window. Students were familiar with the format of the test. The SBAC tests were conducted with two adults, at a minimum, in each room to monitor the students progress on the Teacher's Computer screen and assist with students.

Additional site based scores are a result of student performance using school fluency testing, STAR Reading and STAR Math results from Renaissance Place. Primary students take the Early Literacy Test from Renaissance Place on entrance and at the end of each trimester. At the end of each trimester, spreadsheets are completed with scores that reflect student performance in Decoding and Comprehension (if listed on the spreadsheet) along with the above mentioned scores. Scores are unique to grade levels. There is a steady increase over the grade levels that shows solid growth over time in Early Literacy, Decoding, STAR Reading, STAR Math and fluency. Kindergarten through second grade took trimester interim assessments. Fifth grade took math placement tests, science, and writing interim assessments. Special education scores are a reflection of ability levels based upon individual conditions.

Prior scores were made available to teachers along with the results of initial local assessments, to form the basis for student groupings. At Richmond School, all student's needs are analyzed at the beginning of the school year and groups are formed in the areas of ELA and Math. All students who exhibit a need for fluency intervention are made a part of the intervention program that emphasizes fluency. Title I groups, and RSP groups function at every grade level, Kindergarten through fifth grades. These groupings and their progress are addressed every two weeks during Collaboration. Students flow in and out of groups depending upon their progress and the needs identified by the classroom teachers, the Title I teacher and the Resource teacher. Students in SDC classes attend general education subjects when able.

Staffing and Professional Development

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

All teachers and paraprofessionals at Richmond Elementary School are highly qualified. They have met the local, state and federal requirements for credentialing.

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

All teachers, including special day class teachers, attend grade level specific training in core subject areas (ELA and Math) offered by the Sierra Sands Unified School District through the Curriculum and Instruction Office. All teachers have attended training for the new ELA adoption, Benchmark Advance. All teachers have attended training for the current math adoption, GO Math.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs.

The focus of Richmond School's staff development has been predominantly in the area of English Language Arts, English Language Development and Math with training such as Step Up to Writing, GO Math, PLC, and Illuminate. Staff development for 2017-18 will focus on improving student achievement overall in English Language Arts and Math through peer coaching, professional development in-services, and professional learning community dis-aggregation of formative student performance data on Language Arts and Math benchmark exams and SBAC scores in Math and English Language Arts. In collaboration with technology mentors from the district, the staff has been trained in Google Docs, Moby Max, Ren Place 360, Google Classroom and Chromebook usage.

Richmond School provides on-site training and refresher training for teachers in the areas of Accelerated Reader and Accelerated Math. Teachers, who are new to the school or district also participated in additional trainings for ELA and Math. The focus at the district, school, and grade level will include GO Math and Benchmark Advance. The use of technology will be emphasized throughout all trainings and at all levels.

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

The District provides BTSA (Beginning Teacher Support and Assistance), or mentoring, coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, the district Math Coach, the district Technology Coach, the district ELD Coordinator, Special Education Program Managers, the site Project Teacher, and site curriculum/ classroom management experts. They support site teachers by offering model lessons, and providing feedback on best practices, providing professional development in research-based instructional strategies, classroom management, and student behavior interventions.

In addition, technology training and staff professional development days are used to train on topics such as Illuminate, Aeries, Acellus, Google Docs, Accelerated Reader and Accelerated Math, interim assessments, data analysis, and textbook adoptions in

order to assist teachers in planning instruction. Peer coaches in math and ELA with opportunity for teacher hourly pay are also available. Site training also take place during Faculty Meetings.

All staff members receive training on newly adopted instructional materials. Administrators receive intensive training on all district adopted instructional materials. All teachers assigned to the site have received training on Benchmark Advance and GO Math, presented by the publisher's representatives.

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

Our teachers have weekly, 90 minute opportunities for planning by grade level for intervention groups through our WINN (What I Need Now) program. Student assessments are analyzed to determine which students would benefit from reinstruction on a certain standard, and which students understand the standard and may attend an enrichment class for the WINN instructional hour that week. Additionally, teachers attend grade-level Friday Collaboration meetings twice a month during which time they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. Collaboration meetings allow the principal, counselor, speech teacher, support instructional staff, special education teachers, and regular education teachers to share information in all areas: assessment, curriculum, instruction, standards, and special needs.

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, which adhere to California content standards, grade-level expectations, and the district pacing calendar. Teachers use pacing guides to prepare for weekly lesson plans and guide instruction in Language Arts, Math, and ELD throughout the year. Grade level teams and PLC collaborate together using data from the interim assessments and teacher assessments to analyze student performance and adjust instruction accordingly, especially during WINN time each week.

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

Our school follows the California Framework and Sierra Sands Unified School District guidelines for recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject not only to meet legal requirements, but also to meet the individual needs of students. Protected time for ELA and Math instruction is assured (for ELA- 60 minutes for Kindergarten, 2.5 hours for Grades 1-3, and 2 hours for Grades 4-5 daily, and for Math 30 minutes for Kindergarten and 60 minutes for Grades 1-5 daily) by effective scheduling of intervention instruction at each grade level.

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

Teachers pace instruction according to the adopted pacing guides. Pacing guides are being refined in ELA to more closely address identified needs and match the ELA and Math adopted materials. Report cards have also been adjusted. Our school gives four assessments (beginning of the year plus three trimester interim assessments) during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student reaches the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the ELA and Math adoptions (i.e. pacing, reporting, interim assessments) are aligned to maximize student success. Outside resources are also utilized.

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

All students are provided the School Board approved materials in all curricular areas. General education classes adhere to the pacing guides provided in grade level collaboration. In this manner, all students are exposed and taught the same materials across the school district in a consistent and coherent manner. Special education students are grouped by disability and grade level. The special education teachers use the same materials, at a modified pace.

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)

Sufficient instructional materials that are SBE adopted and standards aligned are available to all our students. Our SARC/Curriculum and Instruction/Textbooks has more detailed information. Special education students also benefit from specialized materials designed for their program.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. All students are assessed on a regular basis for understanding of focus standards. Students who do not pass the assessment are re-instructed in a small group by their classroom teacher during WINN time. During ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student assessment data and meet at site grade-level and PLC meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff (RSP and Projects Teachers, paraprofessionals) in collaboration with the student's family, often using the SAT process (Student Assistance Team).

14. Research-based educational practices to raise student achievement

The State Board of Education adopted materials for English Language Arts and Math provide embedded intervention and re-teach materials. The intervention portion of the Benchmark Advance materials addresses student needs in a manner that parallels the regular classroom instruction. This component is taught to increase student achievement. The math program includes a re-teach portion available to all teachers. Specialized materials are provided for the special education program that allows more in-depth teaching for mastery at the special education student's need.

Parental Involvement

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

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers, Special Education Teachers, Title I/Projects Teacher, Special Education Program Managers
- Paraprofessionals: Special Education, Accelerated Reader, Computer Lab, Library, classroom
- Parent volunteers
- School Counselor
- Translators
- China Lake Police Department is available to assist with attendance and/or student discipline issues.
- School Resource Officer, Ridgecrest Police Department
- School Attendance Review Board (SARB)
- Others: Family Resource Center, PTO, community and parent volunteers for Lunch Clubs
- Our school communicates with parents through ParentSquare web based information program
- School Compact
- Parent informational meetings and visitations
- Back-To-School Night/ Open House
- Superintendent's Council
- Parent Teacher Conferences
- Family and Literacy Nights
- School Site Council/ELAC Meetings
- Title I Parent Meeting
- Monthly "Talk and Treats" with the Principal
- PTO
- Monthly School Newsletter and Teacher Newsletters

- Monthly Calendar
- School web site
- Informational Flyers

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)

Our School Site Council (SSC) meets state requirements for parity and consists of the following:

- __1__ Principal
- __3__ Classroom teachers
- __1__ Other staff
- __5__ Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring, and evaluation. Each year the SSC attends training provided by the district Curriculum and Instruction Office. Parents are encouraged to participate in governance activities.

Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC.

Funding

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

Categorical services that focus on the under-performing students at this school include flexible reading groups, Targeted Assistance Groups, Title I intervention, paraprofessional support, and before school intervention. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are also used to purchase a range of materials for our library. Translation services (Spanish) are provided as a centralized service. A Projects Teacher is provided through Title I funding to focus on intervention. Paraprofessionals help provide small group support in reading, writing, and/or math. The school counselor provides support through social groups and Positive Behavior Intervention and Supports (PBIS).

18. Fiscal support (EPC)

The school receives Title I funding in addition to District support.

Description of Barriers and Related School Goals

Richmond Elementary School was established in 1953 as a local school for the surrounding housing at the China Lake Naval facility. In 1974, a special education Annex was added to the property. From that time to the present, students with severe disabilities are sent to Richmond from the surrounding area, due to the availability of unique facilities tailored to their needs. A military neighborhood still exists. The school has been part of the larger Sierra Sands Unified School District since 1980. As the numbers of military housing declined, the school was assigned a geographic zone in the neighboring town of Ridgecrest. There are a total of 483 students at Richmond of which 49% are Socioeconomically Disadvantaged, 24% are Students With Disabilities (this is more than double the state average), and 11% are English Learners. The military has made it known that the school has facilities available for military families who have children with special needs. This is a factor when military families have a choice of a future duty station. Richmond has established a culture as a school in which all children are welcome. Tolerance, empathy and acceptance are expected of all.

All students are included as members of the school. All students, regardless of the severity of their disability, are assigned a grade level. This does not reflect the student's cognitive level. The assignment is based upon age. Students with disabilities can range in age from 4-22. The general education population is composed of Transitional Kindergarten through fifth grade. All students attend library, computers, counseling sessions, enrichment, recess and lunch together, based upon assigned grade levels. Specially designed classes include primary and intermediate autism rooms, severely handicapped classes that include wheel-chair bound students, classes for students who are intellectually disabled, those with specific learning disabilities and students who are

emotionally disturbed. As students are able to maintain the pace of the general education classroom, they are mainstreamed for core subject areas on an individual basis. All students attend enrichment activities with their peers as part of a grade level group. All general education students take interim assessments and participate in the CAASPP program. All scores are bundled together as a school score.

The school goal is that every child be able to excel in life through attitude, attendance and achievement. Richmond strives to make the goal a reality through the examples taught each day.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	70	76	72	68	74	72	68	74	72	97.1	98.7	100
Grade 4	69	74	80	68	71	80	68	71	80	98.6	97.3	100
Grade 5	92	72	77	81	68	76	81	68	76	88.0	91.9	98.7
Grade 6	2	1		2	0		2	0		100.0		
Grade 7	1			1			1			100.0		
All Grades	234	223	229	220	213	228	220	213	228	94.0	95.9	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2402.6	2421.6	2438.7	15	18	26.39	26	30	29.17	24	28	25.00	35	24	19.44
Grade 4	2460.5	2487.5	2456.7	21	27	22.50	29	34	20.00	21	20	22.50	29	20	35.00
Grade 5	2467.1	2504.5	2504.8	17	21	23.68	26	37	28.95	12	16	21.05	44	26	26.32
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	17	22	24.12	27	33	25.88	18	22	22.81	38	23	27.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	20	26.39	43	50	48.61	38	30	25.00
Grade 4	28	30	26.25	41	51	45.00	31	20	28.75
Grade 5	17	25	26.32	36	46	50.00	47	29	23.68
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	21	25	26.32	39	49	47.81	40	26	25.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	16	26.39	46	54	52.78	44	30	20.83
Grade 4	18	18	25.00	57	73	38.75	25	8	36.25
Grade 5	23	32	23.68	32	41	53.95	44	26	22.37
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	17	22	25.00	44	56	48.25	39	22	26.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	16	20.83	51	64	63.89	25	20	15.28
Grade 4	9	15	10.00	74	75	68.75	18	10	21.25
Grade 5	14	19	22.37	56	63	60.53	31	18	17.11
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	15	17	17.54	59	67	64.47	26	16	17.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	19	30.56	53	66	54.17	29	15	15.28
Grade 4	16	28	22.50	49	54	48.75	16	18	28.75
Grade 5	26	26	30.26	43	56	46.05	31	18	23.68
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	20	24	27.63	47	59	49.56	27	17	22.81

Conclusions based on this data:

1. The goal is to improve scores in all grade levels, overall, by 1%.
2. We will continue to offer in-day intervention in ELA for all at-risk students, targeting those who "nearly met."
3. We will offer before school intervention in ELA, as needed, targeting those students who "nearly met" as a group.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	70	75	72	68	73	72	68	73	72	97.1	98.6	100
Grade 4	69	74	80	68	71	80	68	71	80	98.6	97.3	100
Grade 5	92	72	77	81	68	76	81	68	76	88.0	91.9	98.7
Grade 6	2	1		2	0		2	0		100.0		
Grade 7	1			1			1			100.0		
All Grades	234	222	229	220	212	228	220	212	228	94.0	95.9	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2402.8	2420.2	2442.7	9	14	15.28	25	26	37.50	37	37	30.56	29	23	16.67
Grade 4	2459.9	2487.2	2465.0	9	17	16.25	46	37	23.75	25	28	32.50	21	18	27.50
Grade 5	2457.8	2487.5	2487.0	14	9	14.47	11	28	13.16	30	32	36.84	46	31	35.53
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	10	13	15.35	26	30	24.56	30	33	33.33	34	24	26.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	23	29.17	44	41	51.39	43	36	19.44
Grade 4	25	32	23.75	41	38	33.75	34	30	42.50
Grade 5	17	16	19.74	21	37	32.89	62	47	47.37
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	18	24	24.12	34	39	39.04	48	37	36.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	21	23.61	51	51	55.56	37	29	20.83
Grade 4	16	21	18.75	56	45	45.00	28	34	36.25
Grade 5	10	16	15.79	42	51	35.53	48	32	48.68
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	12	19	19.30	49	49	45.18	39	32	35.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	21	27.78	57	62	55.56	25	18	16.67
Grade 4	25	28	22.50	47	52	43.75	28	20	33.75
Grade 5	10	15	17.11	48	51	47.37	42	34	35.53
Grade 6	*	*		*	*		*	*	
Grade 7	*			*			*		
All Grades	17	21	22.37	50	55	48.68	33	24	28.95

Conclusions based on this data:

1. The goal is to improve scores in all grade levels by 1%.
2. We will continue to offer in-school day intervention in Math through the WINN program.
3. We will offer before school intervention, as needed, in math, targeting those "who nearly met."

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	***		0	***	***	0	***	***	0	***		0	***	
1	0	10		25	20	38	25	50	25	50	10	13	0	10	25
2	0	0		29	25	25	57	50	58	14	25		0	0	17
3	0	11		17	56	33	67	22	50		11		17	0	17
4	0	0	17	71	57	33	14	14	33	14	14	17	0	14	
5	0	14		29	29	25	43	43	38	29	14	25	0	0	13
Total		7	2	35	36	30	42	36	44	19	17	9	3	5	14

Conclusions based on this data:

1. Our ELL students are progressing to the intermediate and early advanced level. Based on this data, staff will continue to provide targeted English Language Learner instruction in core materials.
2. Our school will establish a site plan annually for ELL instruction.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					9		25	18		38	36		38	36	
1		8		20	17		40	42		40	8			25	
2				25	20		63	40		13	20			20	
3		11		17	56		67	22			11		17		
4				71	50		14	13		14	25			13	
5		11		29	22		43	33		29	11			22	
Total		5		27	27		41	29		22	19		10	20	

Conclusions based on this data:

1. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the school/district will provide targeted support to Long Term English Language Learners in an effort to work towards the reclassification of each English Learner.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	31	42	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	31	42	
Number Met	16	27	
Percent Met	51.6%	64.3%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	28	12	40	13		
Number Met	8	2	9	7		
Percent Met	28.6%	16.7%	22.5%	53.8%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	No	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. The school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. The district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	307	352	
Percent with Prior Year Data		100	
Number in Cohort	307	352	
Number Met	164	221	
Percent Met	53.4	62.8	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	225	144	238	158		
Number Met	49	54	69	77		
Percent Met	21.8	37.5	29	48.7		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 3 CCSS implementation in both ELA/ELD and Math
How the School will Evaluate the Progress of this Goal:
Annual target for APS Rubric 3 or better for ELA/ELD and Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	2017-2018					
Adopt/Purchase Common Core instructional materials	2017-18				District Funded	
Develop and implement Common Core common assessments	2017-18					
Identify best practices of CCSS	2017-18					
Identify and roll out resources and technological tools as needed	2017-18					
Provide Illuminate training/coaching support	2017-18					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for Common Core best practices	ongoing/each trimester	principal/district	all teachers attend grade level professional development on best instructional practices	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4800
				3000-3999: Employee Benefits	Title I Part A: Allocation	500
			provide TBD professional development on Common Core or best instructional practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2050
				4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Provide substitutes for certificated personnel to observe other teachers in the district	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000
				3000-3999: Employee Benefits	Title I Part A: Allocation	174
To observe best instructional practices on site	2017-18	principal	Provide substitutes for certificated personnel to observe other teachers on site	1000-1999: Certificated Personnel Salaries	General Unrestricted	1000.00
				3000-3999: Employee Benefits	General Unrestricted	100.00
Common core supplemental books	2017-18	principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental access to Common Core	2017-18	principal	Standards Plus & Standards Plus Intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	5423.00
			Printshop costs	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000.00
			4th and 5th Rewards Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3500.00
			District Transportation/Field Trips	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			Contract/Professional Services (Technology)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000.00
Provide collaboration time within the school day to develop best instructional practices and intervention groups-FAME	2017-18	principals, teachers	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1500
				3000-3999: Employee Benefits	General Unrestricted	150
			Supplies	4000-4999: Books And Supplies	General Unrestricted	750
Teacher supplies	2017-18	principal	Academic supplies to support core program	4000-4999: Books And Supplies	General Unrestricted	4800.00
			SDC supplies	4000-4999: Books And Supplies	General Unrestricted	900.00
			Academic materials support the core program	4000-4999: Books And Supplies	General Unrestricted	2375.00

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
School provided programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Findings from the Analysis of this Data:
The school provides Resource Teacher, Special Education Teachers, Title I/Projects Teacher, School Counselor, Family and Literacy Nights, School Clubs, School Newspaper, teacher collaboration time, before school interventions for ELA and Math.
How the School will Evaluate the Progress of this Goal:
Review the variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer lab para-professional provides web-based intervention via research based computer programs	2017-18	district/principal	Provide personnel for supplemental web-based intervention (ELA and math)			
Accelerated Reader para-professional assists with student access to supplemental reading support	2017-18	principal	Provide personnel for implementation of supplemental reading support	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11703.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	2884.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project/Intervention Teacher to provide academic intervention to under-achieving students, analyze data to form intervention groups and collaborate with staff to form intervention groups.	2017-18	principal	Provide academic intervention for under-achieving students	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded District Funded	
Provide before school intervention in the fall and the spring to students deemed at risk in Math and/or ELA	2017-18	principal	Fall and Spring	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Intervention (BS/AS) Intervention (BS/AS)	4500.00 500.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
Data Used to Form this Goal:
Annual Parent Survey results for School Culture, Parent-Community Involvement, Home-School Communication, Textbooks and Instructional Materials (from SARC), Standards and Assessment, and Teaching Learning, School Facility Good Repair Status (from SARC)
Findings from the Analysis of this Data:
Results for School Culture, Parent-Community Involvement, Home-School Communication, Standards and Assessment, and Teaching Learning are all above 80%, All students have required textbooks and instructional materials, The facilities are in overall good repair
How the School will Evaluate the Progress of this Goal:
Annual Target of minimum 80% per section positive (agree and strongly agree), All students have required textbooks and instructional materials, All systems rated 'Good' on the School Facility Good Repair Status

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	2017-18	principal	custodial supplies	4000-4999: Books And Supplies	General Unrestricted	7000.00
			health supplies	4000-4999: Books And Supplies	General Unrestricted	1400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Replace and/or update equipment	2017-18	principal	Technology, office equipment	4000-4999: Books And Supplies	General Unrestricted	2000.00
			Office supplies	4000-4999: Books And Supplies	General Unrestricted	1000.00
			Whiteboards	4000-4999: Books And Supplies	General Unrestricted	500.00
			Playground Equipment	4000-4999: Books And Supplies	General Unrestricted	1000.00
Technology Plan to support academic achievement, replace and update equipment as needed	2017-18	principal	classrooms printers	4000-4999: Books And Supplies	General Unrestricted	935.00
			laptops	4000-4999: Books And Supplies	General Unrestricted	3500.00
			desk top computers	4000-4999: Books And Supplies None Specified	General Unrestricted	6500.00
			equipment replacement	4000-4999: Books And Supplies	General Unrestricted	1000.00
Positive Behavior Intervention and Support materials to promote positive learning environment. Bucket Filler materials.	2017-18	principal	Bucket filler incentives	4000-4999: Books And Supplies	ESSC Counseling Grant	100.00
			Counseling supplies	4000-4999: Books And Supplies	General Unrestricted	100.00
			Postage	4000-4999: Books And Supplies	General Unrestricted	500.00
			Library supplies	4000-4999: Books And Supplies	General Unrestricted	800.00
			Library books	4000-4999: Books And Supplies	General Unrestricted	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal supplies for encouraging student achievement and improved attendance, Accelerated Reader and Accelerated Math, student behavior	2017-18	principal	Incentives/reinforcers for student academic/behavior success	4000-4999: Books And Supplies	General Unrestricted	1000.00
			Certificates for Student achievement	4000-4999: Books And Supplies	General Unrestricted	405.00
			Education Assemblies	5000-5999: Services And Other Operating Expenditures	General Unrestricted	800.00

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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
School provided opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Findings from the Analysis of this Data:
The school provides an Annual Parent Survey, monthly information flyers, parent-teacher conferences, Back-To-School Night - Open House, Superintendent's Council, School Site Council-ELAC Meetings, Title I Parent Meeting, monthly Talk and Treats with the Principal, PTO, and monthly calendar.
How the School will Evaluate the Progress of this Goal:
Review opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	2017-18					
Develop and implement strategies to improve school connectedness	2017-18					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve school to home communications	2017-18	principal	Calendars, newsletters, paper and toner	4000-4999: Books And Supplies	General Unrestricted	2000.00
			Copier leases 2@100.00 per month	4000-4999: Books And Supplies	General Unrestricted	3000.00
			Homework Folders	4000-4999: Books And Supplies	General Unrestricted	850.00
			Student Planners	4000-4999: Books And Supplies	General Unrestricted	350.00
Provide Family Nights to improve school connectedness	2017-18	principal	Provide light refreshments for parents, supplemental activities to access the Common Core, activities to promote school connectedness with staff outside school hours	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2062.00

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: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
Annual CELDT Assessment Results - years in the program and proficiency level.
Findings from the Analysis of this Data:
There are no 4th or 5th graders eligible for reclassification
How the School will Evaluate the Progress of this Goal:
Monitor the rate of reclassification

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2017-18				District Funded	
Increase English Language Learner proficiency through implementation of Site ELD plan	2017-18	principal and staff				

Planned Improvements in Student Performance

School Goal #6

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 #6:
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 #7

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 #7:
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 Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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)
General Unrestricted	50,715.00	0.00
Title I Part A: Allocation	40,534.00	0.00
Title I Part A: Parent Involvement	2,062.00	0.00
Intervention (BS/AS)	5,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
ESSC Counseling Grant	100.00
General Unrestricted	50,715.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	40,534.00
Title I Part A: Parent Involvement	2,062.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	12,800.00
2000-2999: Classified Personnel Salaries	11,703.00
3000-3999: Employee Benefits	4,308.00
4000-4999: Books And Supplies	54,750.00
5000-5999: Services And Other Operating Expenditures	14,850.00

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	ESSC Counseling Grant	100.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,500.00
3000-3999: Employee Benefits	General Unrestricted	250.00
4000-4999: Books And Supplies	General Unrestricted	43,165.00
5000-5999: Services And Other Operating	General Unrestricted	4,800.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,703.00
3000-3999: Employee Benefits	Title I Part A: Allocation	3,558.00
4000-4999: Books And Supplies	Title I Part A: Allocation	9,423.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	10,050.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,062.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,522.00
Goal 2	19,587.00
Goal 3	29,040.00
Goal 4	8,262.00

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
Michael Yancey	X				
Susannah Millar		X			
Susan Wood		X			
Kiahna Williams		X			
Brianne Albrecht			X		
Tami Hill				X	
Jennifer Bryant				X	
Emily Garver				X	
Erika Kubischta				X	
Lisa Burchett				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Richmond Staff

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 11-3-17.

Attested:

Michael Yancey

Typed Name of School Principal



Signature of School Principal

11/3/17
Date

Tami Hill

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11-3-17
Date

Elementary Curriculum

Reading/Language Arts	Benchmark Advance (2017)
Mathematics	Go Math! Houghton Mifflin (2015)
Science	California Science (2008)
History-Social Science	History-Social Science for California (2006)
Health	Health and Fitness (2005)
Visual and Performing Arts	California Spotlight on Music (2007) SRA Art Connections (2007)

Middle School Curriculum

Reading/Language Arts	Glencoe: Literature Course 1 (2010) Holt: Literature and Language Arts (2010)
Mathematics	Go Math! Houghton Mifflin (2015) California Alg. 1: Concepts, Skills, & Problem Solving (2008)
Science	Concepts and Challenges/Science (2003) Holt California Science (2007)
History-Social Science	History Alive! The Ancient World (2006) History Alive! The Medieval World and Beyond (2006) History Alive! The United States Through Industrialism (2006)
Foreign Language	Ven conmigo! Level 1 (2004)
Health	Health & Wellness Adopted (2005)

Visual and Performing Arts

Glencoe Middle School Art (2007)

Silver Burdette Making Music (2007)

Standard of Excellence Enhanced Band Method
Artistry in Strings (2007)

High School Curriculum

Reading/Language Arts

The Language of Composition (2008)

Expository Reading and Writing (2013)

An Introductory to Poetry (2002)

High Point (Hampton Brown) (2002)

Holt Literature and Language Arts (2003)

SRA Corrective Reading (2002)

The Readers Choice (2002)

Timeless Voices Timeless Themes (2002)

Mathematics

Algebra I/Geometry/Algebra II California AGA
Houghton Mifflin (2015)

Trigonometry 8th Edition-Cengage (2011)

The Practice of Statistics BFW Freeman (2015)

Pre-Calculus with Limits, A Graphing Approach-
Houghton Mifflin (2008)

Calculus of a Single Variable, Houghton Mifflin-
8th Edition (2006)

Pacemaker: Basic Mathematics, 3rd Edition (2000)

Pacemaker, Pre-Algebra, 2nd Edition (2001)

Life Skills Math (2003)

Math for the World of Work (2002)

Science

The Central Science (AP Chemistry) Pearson Prentice Hall (2013)

Biology (AP) (2006)

Biology (Conceptual) (2008)

Biology: Concepts & Connections (Honors) (2006)

Biology: (CP) (2007)

Conceptual Physics (2006)

Essentials of Anatomy and Physiology (2007)

Forensic Science: An Introduction (2008)

Holt Earth Science (2007)

Holt Physics (2004)

Pacemaker: Biology (2004)

Prentice Hall Chemistry (2007)

Zoology (2007)

History-Social Science

American Anthem: Modern American History (CP) (2007)

American Government (AP) (2006)

Economics (2003)

Economics (AP) (2005)

Modern World History: Patterns of Interaction (CP) (2006)

Pacemaker: American Government (2005)

Pacemaker: Economics (2001)

Pacemaker: World Geography and Cultures (2002)

Pacemaker: World History (2002)

The American Pageant (AP) (2007)

United States Government: Democracy in Action (2006)

World Geography (2006)

World History Modern Times (Honors) (2006)

World History: The Modern World (2007)

Foreign Language

Ven conmigo! Holt, Rinehart, Winston (2005)

Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston (2005)

Health

Health and Wellness Glencoe (2009)

Visual and Performing Arts Art in Focus
Glencoe/McGraw-Hill (2008)

Art Talk Glencoe/McGraw-Hill (2008)

Creating and Understanding Drawing Glencoe/McGraw-Hill (2008)

Gardner's Art Through the Ages Thomson/Wadsworth (2008)