

# The Single Plan for Student Achievement

**School:** First Street School  
**CDS Code:** 31669516117493  
**District:** Western Placer Unified School District  
**Principal:** Ruben Ayala  
**Revision Date:** October 22, 2014

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

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

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### First Street School's Vision and Mission Statements

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and life-long learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

## School Profile

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 465 with two to three classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, two Intervention Service Providers, and a Title I reading intervention program for our first through fifth grade students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents

## 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 majority of our parents believe that First Street School provides a positive learning environment for their children. Some parents expressed an interest in having more emphasis on character education in an effort to minimize bullying incidents. Parents also expressed concerns about the absence of perimeter fencing around our school. The parents felt we had too many points of access to our campus.

### Classroom Observations

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

The principal routinely performs walk-throughs to informally observe the teaching staff. Formal observations are also conducted as part of the certificated personnel evaluation process.

### **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)**

The staff and administration analyze STAR and CELDT results on a yearly basis to determine areas of needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program three times a year. Our teachers also administer and submit scores for the common assessments adopted by the district. All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement.

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

Staff meet every Monday in professional learning communities to evaluate specific formative assessments, develop short-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals.

### **Staffing and Professional Development**

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

All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

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

All teachers at First Street School are appropriately credentialed. They have access to each component of the core curriculum as well as supplemental material used for intervention, and deliver the curriculum so as to address the content standards and district pacing guides.

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

In reviewing site/district assessment results and student performance in the classroom, we have determined that there is a need to continue to address implementation of Common Core State Standards in English Language Arts and mathematics. In the 2012/2013 and 2013/2014 school years, the staff had the opportunity to attend a series of on-site and county sponsored workshops on the implementation of CCSS.

In an effort to effectively and efficiently transition to the Common Core State Standards, the teaching staff at First Street School has engaged in professional development offered by the district and Placer County Office of Education. Each of the grade levels at First Street School will continue to meet regularly and develop action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, collaboration time will be provided throughout the year.

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

A district peer coach is available to work with teachers in English/Language Arts and/or math. The staff also receives assistance and support from PCOE curriculum experts.

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

All teachers participate in Professional Learning Communities every Monday, excluding holidays.

### Teaching and Learning

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

We are in the process of aligning all core curriculum to Common Core State Standards. Our new math adoption, EnVision by Pearson was selected because of its close alignment to Common Core State Standards. Houghton-Mifflin, our language arts series, was selected by a district committee as our adoption based on its close alignment to state standards (at the time of adoption) and because its different components meet the needs of our diverse student population. Currently, we are working to develop curriculum that supplements Houghton-Mifflin and that aligns to CCSS.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

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

The district, with help of grade level teacher representatives, has developed a pacing guide which teachers use to guide their instructional scope and sequence. Intervention is offered throughout the day by teachers during Universal Access time and it is also provided by instructional aides and Intervention Support Providers (ISP).

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

Houghton-Mifflin, our language arts adoption, includes curriculum extensions for English Learners, for advanced student groups and for the learning disabled student. To further accommodate the needs of English Learners our school uses Harcourt's Moving Into English ELD curriculum. Harcourt HSP Math also offers extensions for special student populations. These materials are closely aligned to California Content Standards and are used as basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: The Wright Skills, SRA reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

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 adopted and used by district teachers meet the requirements of the California Department of Education.

## Opportunity and Equal Educational Access

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

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction at their level. Through analysis of assessment results from STAR, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as Title I Reading Intervention, after school tutoring, Homework Club, and Cross-age tutoring.

### 14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Frames for Fluency, Focused Approach to Houghton-Mifflin and GLAD teaching strategies, core curriculum intervention and enrichment activities, and district adopted ELL materials.

## Parental Involvement

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

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. After School Program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School Homework Club four days per week. Students who attend the Homework Club have an opportunity to complete their homework in a quiet environment, free from distractions and staffed with certificated personnel to assist those students in need of help

### 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)

N/A

## Funding

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

Some of the services available at First Street School that are funded with categorical monies include: Title I intervention for underperforming students in grades 1, 2, 3, 4, and 5; after school tutoring in mathematics and reading; and an RSP program for those students who qualify for special education services.

### 18. Fiscal support (EPC)

The site receives \$21/student for general funds, SBLT funds (\$4,000 for this year), and lottery funds (\$500/teacher). The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

## **Description of Barriers and Related School Goals**

Our school has a significant number of English learners at varied levels of English language acquisition. This in itself would not present a barrier if not for the fact that our ELs are expected to perform as well as our native speakers on standardized testing. The majority of our EL students make excellent gains, but it's usually not until fourth or fifth grade that they are able to perform as well as their English-only peers on state testing.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	283	308		64	76		0	0		6	7	
<b>Growth API</b>	818	798		890	882							
<b>Base API</b>	829	817		893	891							
<b>Target</b>	A	A		A	A							
<b>Growth</b>	-11	-19		-3	-9							
<b>Met Target</b>	Yes	No		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	197	210		146	162		214	232		40	52	
<b>Growth API</b>	785	760		757	735		781	754		779	733	
<b>Base API</b>	792	783		772	756		793	779		776	775	
<b>Target</b>	5	5		5	5		5	5				
<b>Growth</b>	-7	-23		-15	-21		-12	-25				
<b>Met Target</b>	No	No		No	No		No	No				

#### Conclusions based on this data:

1. Our white subgroup continues to perform well. There has been a slight drop in this subgroup, but it is not significant.
2. Our Hispanic/English learner subgroup has experienced a significant drop in API. We need to take a look at program delivery for this group.



## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			100	100	
Number At or Above Proficient	159	141		49	52		--			--		
Percent At or Above Proficient	56.2	45.8		76.6	68.4		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	92	74		58	47		99	83		24	23	
Percent At or Above Proficient	46.7	35.2		39.7	29.0		46.3	35.8		60.0	44.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

#### Conclusions based on this data:

1. As with API, we experienced a drop in the percent of students at or above proficient, in particular with Hispanic/English learner subgroup.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			100	100	
Number At or Above Proficient	173	190		50	59		--			--		
Percent At or Above Proficient	61.1	61.7		78.1	77.6		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	105	116		70	79		114	125		25	30	
Percent At or Above Proficient	53.3	55.2		47.9	48.8		53.3	53.9		62.5	57.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

#### Conclusions based on this data:

1. All of our subgroups, with the exception of Students with Disabilities, experienced slight growth in mathematics.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	1	3	11	30	18	49	7	19			37
<b>2</b>	3	6	13	25	27	52	8	15	1	2	52
<b>3</b>	3	7	11	24	23	51	7	16	1	2	45
<b>4</b>	2	5	21	53	16	40	1	3			40
<b>5</b>	6	18	17	52	6	18	3	9	1	3	33
<b>Total</b>	15	7	73	35	90	43	26	13	3	1	207

#### Conclusions based on this data:

1. There are more students in the Beginning and Early Intermediate levels in the primary grades.
2. The majority of our students are in the Early intermediate and Intermediate levels.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	187	196	207
Percent with Prior Year Data	99.5%	100.0%	100.0%
Number in Cohort	186	196	207
Number Met	121	111	121
Percent Met	65.1%	56.6%	58.5%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	211	31	203	32	206	38
Number Met	48	16	43	18	57	25
Percent Met	22.7%	51.6%	21.2%	56.3%	27.7%	65.8%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

#### Conclusions based on this data:

1. Our school did not meet AMAO 1 for the first time since we've been administering the CELDT. We need to look at our ELD program and how we deliver ELD to our students.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

1.

**School and Student Performance Data**

**CAHSEE (English-Language Arts)**

2013-14 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>							

**Race/Ethnicity**

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

**Language Fluency**

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

**Economic Status**

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

**Special Education Program Participation**

Students Receiving Services							
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**CAHSEE (Mathematics)**

2013-14 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>							

**Race/Ethnicity**

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

**Language Fluency**

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

**Economic Status**

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

**Special Education Program Participation**

Students Receiving Services							
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**School and Student Performance Data**

**CAHSEE (English-Language Arts)**

<b>2013-14 Grade 11 Combined Test by Subgroup</b>							
	<b>#Tested</b>	<b>#Passed</b>	<b>% Passed</b>	<b>#Not Passed</b>	<b>% Not Passed</b>	<b>Avg. Score</b>	<b>% Prof. and Above</b>
<b>All Students Tested</b>							

**Race/Ethnicity**

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

**Language Fluency**

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

**Economic Status**

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

**Special Education Program Participation**

Students Receiving Services							
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**CAHSEE (Mathematics)**

2013-14 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>							

**Race/Ethnicity**

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

**Language Fluency**

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

**Economic Status**

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

**Special Education Program Participation**

Students Receiving Services							
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## School and Student Performance Data

### CAHSEE (English-Language Arts)

2013-14 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>							

#### Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

#### Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

#### Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

#### Special Education Program Participation

Students Receiving Services							
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**CAHSEE (Mathematics)**

2013-14 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
<b>All Students Tested</b>							

**Race/Ethnicity**

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

**Language Fluency**

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

**Economic Status**

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

**Special Education Program Participation**

Students Receiving Services							
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## 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:

<b>SUBJECT: Student Achievement in Meeting Academic Standards</b>
<b>LCAP GOAL:</b>
LCAP Goals 1, 2, & 4
<b>LEA GOAL:</b>
LEAP Goals 1 & 5
<b>SCHOOL GOAL #1:</b>
All students will achieve at high levels in English Language Arts and Mathematics.
<b>Data Used to Form this Goal:</b>
Site formative assessment and district benchmarks.
<b>Findings from the Analysis of this Data:</b>
A percentage of students continue to fall below state and federal criteria for meeting English Language Arts standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review of state end-of-year assessments, classroom assessments, and district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with Common Core State Standards: Curriculum mapping and calibration at each grade level that aligns instruction to California Standards  The school will follow a district approved lesson pacing schedule and common assessment guide for each grade level  As part of implementing the	14-15 school year	Teachers  Teaching staff  Teaching staff and principal	Teachers will use Early Release Days	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the Hispanic/English learner subgroup.						
Improvement of instructional strategies and materials:  Support the transition to the Common Core State Standards (CCSS).  Continue the use of the Renaissance Place program to supplement reading and math instruction.  Continue to use the CCSS aligned Study Island computer program.  Continue to support literacy in the primary grades with the Pebble Go computer program.  Provide organizational support for for student success  Introduce magazines as reading material in the classrooms and the library  As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery (based on	14-15 school year	Teaching staff  Principal	Cost associated with renewal the Renaissance Place computer-based program.  Cost associated with the renewal of Study Island, a computer based, CCSS aligned program.  Cost associated with the renewal of the Pebble Go program  Cost associated with providing folders for the primary grades and student planners for the intermediate grades (see parent participation expenditure)  Cost of magazine subscriptions  Cost of software licenses and permits and cost of maintaining and updating current technology in the classrooms	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation  Title I Part A: Allocation  Title I Part A: Allocation  Title I Part A: Allocation  Title I Part A: Allocation	6,374  3,140  995  2,300  1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>curriculum-embedded assessment data)</p> <p>Provide classroom teachers with the technology needed for students to access all learning opportunities</p>						
<p>Extended Learning Time:</p> <p>Title I reading intervention for at-risk students in grades K-2</p> <p>Provide intervention for our struggling students with Intervention Support Providers (ISP) and instructional aide time</p> <p>Implementation of SRA Reading Mastery and SIPPS as intervention programs for struggling readers</p> <p>Provide extended learning opportunities to our GATE and High Achiever identified students through the District's W-PEP program</p> <p>Provide an opportunity for students to engage in an elementary band program.</p>	14-15 school year	<p>Title I teacher</p> <p>ISP's &amp; Instructional Aides</p> <p>Teachers</p>	<p>Cost of Title I teacher (1 FTE)</p> <p>Cost of three ISP's (a total of 11.5 hours daily)</p> <p>Hourly cost for teachers providing enrichment classes</p> <p>Cost of program</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Gifted and Talented Education</p> <p>Title I Part A: Allocation</p>	<p>43,062</p> <p>79,323</p> <p>1,097</p> <p>7,000</p>
<p>Staff development and professional collaboration:</p> <p>Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings</p>		<p>Teachers on an on-going basis</p> <p>Principal</p> <p>Teachers</p> <p>Certificated staff</p>	<p>Cost of workshops or training</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>None Specified</p>	<p>Title I Part A: Professional Development (PI Schools)</p> <p>None Specified</p>	<p>20,908</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>As budget permits, allow staff the opportunity to attend related workshops or training including Visible Learning training as well as training on effective first instruction (EDI or TESS).</p> <p>The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will continue to participate in the district articulation effort.(CAIPS Committee)</p> <p>As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)</p>		Certificated staff				
<p>Involvement of staff, parents and community:</p> <p>Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services</p> <p>Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy</p> <p>Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.)</p>	<p>Certificated staff</p> <p>Teachers</p> <p>Students will use on a regular basis</p> <p>School staff</p> <p>Office staff</p> <p>Administration</p> <p>Title I staff</p> <p>School staff</p>		<p>Cost of SST coordinator</p> <p>Cost of interpreters for our non-English speaking families</p> <p>Cost of folders and agendas</p> <p>The cost associated with the printing of documents and reports</p> <p>The cost associated with the purchase of video surveillance equipment</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Allocation</p> <p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Parent Involvement</p>	<p>2,000</p> <p>300</p> <p>2,015</p> <p>2,000</p> <p>1,200</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Regular and timely communication with parents via newsletters, reports, notices, etc.</p> <p>Implement consistent measures to insure the safety of the students and staff.</p> <p>English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year</p> <p>We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies</p> <p>FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship</p>			Cost of scholarships to allow needy students to participate	7000-7439: Other Outgo	School and Library Improvement Program Block	500
<p>Monitoring Program Implementation:</p> <p>Teachers and administration will monitor student progress on the OARS data management system</p> <p>Teachers will monitor student progress on our Accelerated Math program</p> <p>Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration meeting minutes</p>	14-15 school year	Teachers and administration  Administration	Cost associated with the renewal of the RenLearn program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and review of OARS information  Certificated staff and administration will review STAR testing program information to identify focus areas						

## 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:

<b>SUBJECT: English Learner Achievement</b>
<b>LCAP GOAL:</b>
LCAP Goal 1, 2, & 4
<b>LEA GOAL:</b>
LEAP Goal 1, 2 & 5
<b>SCHOOL GOAL #2:</b>
All English learners will increase at least one English language acquisition level as measured by CELDT.
<b>Data Used to Form this Goal:</b>
Results on annual CELDT assessments.
<b>Findings from the Analysis of this Data:</b>
A percentage of students continue to struggle with English language acquisition.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review of CELDT results and ELD program assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards:  Curriculum mapping and calibration at each grade level that aligns instruction to CCSS.  The school will develop and follow a district adopted lesson pacing schedule and common assessment guide for each grade level	14-15 school year	Teachers  Teachers	Teachers are able to meet in grade level teams during Early Release Days two times each month.  Cost associated with providing intervention that includes after school tutoring for underperforming subgroups	None Specified  1000-1999: Certificated Personnel Salaries	None Specified  Title I Part A: Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the mathematics program with particular focus given to the subgroups that failed to meet AYP targets</p> <p>Support classroom teachers with English learners by providing them with instructional aide time</p>			Cost associated with 5 hours of instructional aide time	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	32,506
<p>Improvement of instructional strategies and materials:</p> <p>Provide our English learners with enhanced opportunities to acquire the English language</p>	14-15 school year	Teachers	Cost associated with technology to facilitate the acquisition of English.	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	10,000
<p>Extended Learning Time:</p> <p>Offer Homework Club</p>	14-15 school years	Teachers	Cost to operate Homework Club	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,200
<p>Staff development and professional collaboration:</p> <p>Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings</p> <p>As budget permits, allow staff the opportunity to attend related workshops or training</p> <p>The teaching staff will be provided an</p>	14-15 school year	District Office Teachers Teachers Teachers Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>opportunity to participate in Explicit Direct Instruction training</p> <p>The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will continue to participate in the district articulation effort.(CAIPS Committee)</p> <p>As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)</p>						
<p>Involvement of staff, parents and community:</p> <p>Dissemination of assessment results to parents</p> <p>Timely academic reports and referral for intervention if necessary</p> <p>Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services</p> <p>Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy</p> <p>Use of student folders in the primary grades and student agendas in the intermediate grades (both items</p>	14/15 school year	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Students will use on a regular basis</p> <p>Teaching staff</p> <p>Office staff</p> <p>Principal</p> <p>Title I teacher</p>	<p>Possible release time for teachers would require substitutes (see goal 1 expenditures)</p> <p>The cost of student folders and agendas (see goal 1 expenditures)</p> <p>The cost associated with the printing of documents &amp; reports (see goal 1 expenditures)</p> <p>The cost associated with "visitor stickers" (see goal 1 expenditures)</p> <p>The cost of field trips and/or other activities for those students with financial need (see goal 1 expenditures)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>include school rules, procedures, etc.)</p> <p>Regular and timely communication with parents via newsletters, reports, notices, etc.</p> <p>Implement consistent measures to insure the safety of the students and staff.</p> <p>English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year</p> <p>We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies</p> <p>FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship</p>						
<p>Monitoring Program Implementation:</p> <p>Teachers and administration will monitor student progress on the OARS data management system</p> <p>Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration Tuesday notes and review of OARS information</p>	14/15 school year	<p>Teachers and Administration</p> <p>Teachers</p> <p>Administration</p> <p>Teachers and Administration</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated staff and administration will review CBM assessment information to identify focus areas						

## 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:

<b>SUBJECT: Attendance</b>
<b>LCAP GOAL:</b>
LCAP Goal 1, 2, & 4
<b>LEA GOAL:</b>
LEAP Goal 1, 2 & 5
<b>SCHOOL GOAL #3:</b>
By June of 2015, First Street School's attendance rate will increase to 97.14%. Our current baseline is 96.64%.
<b>Data Used to Form this Goal:</b>
Attendance tracking data.
<b>Findings from the Analysis of this Data:</b>
A small percentage of students continue to accrue absences to the point of being identified as truant.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will track attendance monthly to ensure that we're on track to meet our goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: Weekly perfect attendance recognition Monthly perfect attendance recognition Bicycle giveaway at the end of the year Home visits to encourage reluctant	14-15 school year	Principal Principal Principal Principal	Bicycles for our incentive program are provided by community partners such as Horace Mann Insurance Company.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students to attend school						
Staff development and professional collaboration: <ul style="list-style-type: none"> <li>Attend training offered by the county or district related to improving student attendance</li> </ul>	14-15 school year	Principal and appropriate staff				
Involvement of staff, parents and community:  Weekly clearing of unverified absences each Friday  Weekly SARB / Attendance letter generated each Friday  Weekly SARB / Attendance letters sent each Friday  PLC review of students receiving letters	14/15 school year	Attendance Clerk  Principal  Teachers				
Monitoring Program Implementation:  Administration and staff will review monthly ADA percentages provided by the district to identify focus areas  Enhance security on our campus by adding cameras to our video surveillance system	14-15 school year	Staff  school administration	Cost of additional cameras to have increased coverage on campus	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	4,783

## 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:

<b>SUBJECT:</b>
<b>LCAP GOAL:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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:

<b>SUBJECT:</b>
<b>LCAP GOAL:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development</b>
<b>SCHOOL GOAL #1:</b>
All English learners will increase at least one English language acquisition level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with the District Program Specialist for interventions.	Ongoing	Principal	Bi-monthly monitoring of EL students through CBM assessments	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,718

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Learners</b>
<b>SCHOOL GOAL #2:</b>
All English Learners will progress one language level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District EL Intervention Specialist will work closely with site administration to monitor ELD curriculum, instruction, and intervention to support language development of English learners.	2014-2015	Principal District EL Intervention Specialist	District EL Intervention Specialist Salary	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	5718

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	Economic Impact Aid	4,783.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English	32,806.00
5000-5999: Services And Other Operating	Economic Impact Aid/Limited English	10,000.00
1000-1999: Certificated Personnel Salaries	Gifted and Talented Education	1,097.00
7000-7439: Other Outgo	School and Library Improvement Program	500.00
	Title I Part A: Allocation	4,015.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	59,262.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	79,323.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,300.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	11,509.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,200.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	20,908.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
Economic Impact Aid	4,783.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	42,806.00
Gifted and Talented Education	1,097.00
School and Library Improvement Program Block	500.00
Title I Part A: Allocation	156,409.00
Title I Part A: Parent Involvement	1,200.00
Title I Part A: Professional Development (PI Schools)	20,908.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	60,359.00
2000-2999: Classified Personnel Salaries	112,129.00
4000-4999: Books And Supplies	2,300.00
5000-5999: Services And Other Operating Expenditures	48,400.00
7000-7439: Other Outgo	500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	173,214.00
<b>Goal 2</b>	49,706.00
<b>Goal 3</b>	4,783.00

## 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
Ruben Ayala	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemesis Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Terri Leedy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vickie Vineyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alicia Hernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anita Moya Del Pino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patric Stelma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angie Selter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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**):

- |  |   |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee                 | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee                   | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee                            | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee        | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee                       | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary)                     | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list):  | <hr style="border: 0; border-top: 1px solid black;"/> 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 October 28, 2013.

Attested:

Ruben Ayala		
Typed Name of School Principal	Signature of School Principal	Date

Terri Leedy		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date