

The Single Plan for Student Achievement

School: Plaza Elementary
CDS Code: 11626386007504
District: Plaza Elementary School District
Principal: Patrick Conklin
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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

Plaza Elementary's Vision and Mission Statements

VISION-

Plaza students, parents and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

To fulfill this vision, students and staff at Plaza Elementary will engage in and be committed to the learning process. Students will be afforded with the social, educational, and technical support necessary to enhance their academic experience. Students will have access to multiple resources to locate, evaluate, process, and then effectively communicate information. The Plaza staff is dedicated to the student's school life and will model for each and every one of them the way we work, teach and learn.

Plaza Elementary is determined that the united efforts of students, parents, staff and community will develop students who:

- Value themselves and others
- Pursue high academic achievement
- Come to school ready to learn
- Speak and write effectively
- Compute and problem solve both individually and in groups
- Value personal health and fitness
- Use information and technology resources

MISSION STATEMENT-

Plaza Elementary is dedicated to the ongoing utilization of all resources at our disposal in order to develop and successfully maintain the best possible learning environment for our children.

Plaza Elementary is committed to the pursuit of strong, informed, insightful leadership in all areas as the foundation for a safe, effective school setting for students to acquire an understanding of their place in a real world context for learning; connections to a global learning environment and the ability to apply what they learn to benefit themselves and those living around them. Plaza Elementary is dedicated to the core principal that all students, given the appropriate guidance by teachers and parents will maximize their learning potential.

School Profile

Plaza Elementary is a small single school district located in Glenn County several miles from Orland, California. It is the oldest school in Glenn County established in 1865. It was originally named Placer School. However, soon after it was established a large group of settlers from Missouri came to the area and began to pronounce the name of the school in their accent and it has been pronounced Plaza ever since! The district is in a rural area of the county surrounded by farms and orchards. Plaza serves 190 students in grades kindergarten through eighth grade, all of which are single grades as of this school year.

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).

SSC sent out a survey to all families in order to gather information about student achievement, stakeholder engagement, and conditions of learning, all of which pertain to the state priorities included in the Local Control and Accountability Plan. The results indicate that, as a whole, the needs of stakeholders are met. One area of improvement that families noted was increased supervision of children during lunch and recess.

Furthermore, Plaza Cafeteria Survey was offered to all families. Library survey results not available at this time.

Classroom Observations

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

For the first time, Plaza has a full time administrator who makes daily walk-through observations for all classes, as well as at least one formal observation for specific teachers. Findings indicate an unusually strong teaching team including support staff.

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)

Teachers use a variety of assessments to monitor achievement of students in their classes. RESULTS assessments are given each trimester to students in grades K-6 to measure growth in spelling, reading accuracy, comprehension and fluency. The Accelerated Reading programs include assessments to determine the proficiency levels of students in the fall of the year and periodic tests given throughout the year measure growth in each area. Teachers have access to individual and class reports to chart student progress. Unit tests in each of the regular curriculum texts are a valuable tool for teachers. Smarter Balanced Assessments Interim Assessments are used by classroom teachers in grades 3-8. The STAR/SMARTER BALANCED test given in the spring chart Science in grades five and eight and all students in grades 3-8 complete the Smarter Balanced Assessment in the spring for English Language Arts and mathematics. All of the assessments mentioned provide the data needed by teacher to modify curriculum and instruction to meet the individual academic needs of students.

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

Unit tests, chapter tests and other assessments aligned with the text make up a major part of the teacher's daily assessment of student progress. The excellent state test results over the years show how successful the staff is in monitoring and adapting daily lessons.

Staffing and Professional Development

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

All of the Plaza teachers meet the highly qualified requirements of NCLB.

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

All Plaza teachers have received the training. In addition, when new adoptions are made training is provided in the use of these materials. The most recent training was in the language arts series "Treasures" and College Preparatory Mathematics (CPM) for grades 6-8. All teachers participate in a county wide professional development day in September and minimum days are built into the school calendar for teachers to meet and discuss curriculum and instructional strategies.

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

Each year the district builds in minimum days into their school calendar to be used for staff development. The type of training will vary from year to year dependent on the needs of the teachers. A focus for this year has been developing a Response to Intervention model for school wide implementation.

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

The Glenn County Office of Education curriculum department provides assistance in developing training programs for teachers and paraprofessionals. This year teachers attended workshops designed to learn how to use the new Common Core Standards and how to give the state test via computer.

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

Plaza is a small school with only one class per grade level so opportunities for grade level meetings are limited. Occasionally, there is grade level collaboration with teachers from similar small districts or through the GCOE curriculum department.

Teaching and Learning

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

The California Standards for Academic Performance provide the basis for all instructional planning at every grade. Plaza has a very experienced staff of instructors well aware of the expectations for students' academic performance at every grade level and the instructional materials, daily lessons and student performance goals are based on them. The API and AYP scores for the school have shown Plaza to be one of the highest performing school in Glenn County for many years.

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

The number of instructional minutes for the core academic areas exceeds state guidelines. In addition students performing below the proficient level on state tests are given extra instructional time and work in small groups or individually with paraprofessionals under the direction of the classroom teacher or our Education Specialist.

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

Teachers have developed a pacing schedule which allows them to introduce all elements of the academic framework for their grade level. In addition, time is built into the school day for review and reteaching.

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

Plaza has purchased the latest state approved instructional materials in all areas of the curriculum. All students have access to these materials. Supplemental materials are purchased as needed to support all student groups. Each year a new adoption becomes available the Plaza District will select from the approved list so that every curricular area has the most current approved text.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The district has purchased enough instructional materials for every student. Supplementary materials designed to meet unique needs of some students are also available. Each year a new adoption becomes available the Plaza District will select from the approved list so that every curricular area has the most current approved text.

Opportunity and Equal Educational Access

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

Each teacher will adapt their programs based on local and state assessments as well as personal observation of the work done by students daily. The amount and difficulty of the work will be tailored to the needs of the students and a typical class will have two or more groups working on modified assignments as a part of the regular program.

Plaza has only one teacher per grade level so all teachers have classes with low performing students. Through SST's the classroom teacher and Education Specialist identify low performing students and schedule push in or pull out time with the Education Specialist and/or the instructional aides working in the Learning Center.

14. Research-based educational practices to raise student achievement

Splash Math, Accelerated Reading, Zingy Science and RESULTS are several programs that have proven to be successful in helping students meet the academic standards for their grade level. Additionally, Read Naturally, Fluency for Reading, Rewards, and Barton Reading Program are used with our low performing students.

Parental Involvement

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

Plaza is a small direct support district so many of the additional services are provided by the Glenn County Office of Education. These services include library and media support, special education, and health and psychological services. 4-H is a major program for students many of whom come from agricultural backgrounds. Animal husbandry and other projects are on display each May at the Glenn County Fair. The school is in a rural setting so daily trips to a town, parks or other activities are not possible. There are field trips either with the school bus or with parent drivers. Chico State University is about 20 miles away so classes are able to attend some of the cultural activities on that campus. Plaza has a very active Community Club who provide a great deal of assistance to the students each year.

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)

The School Site Council is the group of parents and staff responsible for the implementation and evaluation of categorical programs at Plaza. Parent surveys and academic data are reviewed to determine success or failure of programs.

Funding

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

A great deal of the funding goes towards the hiring of instructional aides to work with students at every grade level. Programs such as Accelerated Reader and Splash Math are purchased with these funds as well. Students identified as below proficient on state tests receive help from the Education Specialist and/or instructional aide daily.

Four paraprofessionals have been hired with categorical funds to provide individual and small group assistance in all grades. One of the four aides is specifically assigned to work with students in grades K-8 designated as under performing in the district's Targeted Assisted Title I program.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement-

The rural setting makes it difficult to make use of libraries, parks or museums. State and National funding for education has been cut yearly making the cost of "extra" programs more difficult. A limited staff and a very demanding academic program make elective programs difficult to schedule and staff.

The rural setting also means there are few students who live in Plaza School's district. Many students live outside our district boundaries and attend as inter-district transfer students.

The most recent textbook adoption was the Go Math for K-5 mathematics and College Preparatory Math for 6-8. All teachers have been trained in their use. It is expected that the SBE will require new textbook adoptions for English Language Arts, Science, and Social Studies over the next few years.

Greatest

Hurdle-

The greatest hurdle that Plaza faces in reaching the proposed goals is fiscal in nature. For that past few years the economy both at the State and Federal levels have stabilized after years of diminishing budgets which made planning for the future very difficult. Staffing was reduced, instructional budgets slashed, and funds for technology limited. The state is now looking at a more positive budget outlook. When new funds are received the district will use them in the most effective way possible to increase student performance.

The State implemented the "Common Core Standards" for academic performance as well as a new state-wide assessment program. The goal of our staff is to continue incorporating these new standards into their regular curriculum, as well as develop shared instructional strategies for all students. Although Plaza School District's SBA results were the highest in the county, as well as above the state average, we still have more than 50% of our students who are not proficient in mathematics and English Language Arts based on the SBA results.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	17	21	16	21	16	95.5	94.1
Grade 4	21	23	21	23	21	23	100.0	100
Grade 5	14	24	13	24	13	24	92.9	100
Grade 6	17	21	17	20	17	20	100.0	95.2
Grade 7	16	16	16	16	16	16	100.0	100
Grade 8	15	19	15	18	15	18	100.0	94.7
All Grades	105	120	103	117	103	117	98.1	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2388.5	2495.9	10	56	19	38	24	0	48	6
Grade 4	2435.9	2445.3	10	4	29	39	24	26	38	30
Grade 5	2464.0	2492.1	8	8	23	42	23	33	46	17
Grade 6	2520.8	2503.3	0	0	35	25	65	60	0	15
Grade 7	2580.0	2567.5	19	13	44	44	31	38	6	6
Grade 8	2591.4	2582.1	20	17	27	39	53	33	0	11
All Grades	N/A	N/A	11	15	29	38	36	32	24	15

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	44	52	50	38	6
Grade 4	14	22	43	39	43	39
Grade 5	15	21	38	50	46	29
Grade 6	6	5	82	65	12	30
Grade 7	31	19	50	50	19	31
Grade 8	40	28	40	44	20	28
All Grades	18	22	51	50	30	28

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	63	57	31	38	6
Grade 4	14	13	48	52	38	35
Grade 5	0	17	46	63	54	21
Grade 6	24	10	47	60	29	30
Grade 7	38	38	50	50	13	13
Grade 8	27	17	73	72	0	11
All Grades	17	24	53	56	29	21

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	25	57	75	24	0
Grade 4	14	4	76	87	10	9
Grade 5	8	8	62	75	31	17
Grade 6	6	5	94	85	0	10
Grade 7	19	6	75	94	6	0
Grade 8	20	33	80	50	0	17
All Grades	15	13	74	78	12	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	69	48	31	48	0
Grade 4	5	13	71	70	24	17
Grade 5	8	21	69	71	23	8
Grade 6	0	5	88	80	12	15
Grade 7	25	13	63	63	13	25
Grade 8	20	28	80	61	0	11
All Grades	10	23	69	64	21	13

Conclusions based on this data:

1. 40% of students in grades 3-8 met or exceeded the standards. The data shows that reading and writing in grades 3-5 were the weakest areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	17	21	16	21	16	95.5	94.1
Grade 4	21	23	21	23	21	23	100.0	100
Grade 5	14	24	13	24	13	24	92.9	100
Grade 6	17	21	17	20	17	20	100.0	95.2
Grade 7	16	16	16	16	16	16	100.0	100
Grade 8	15	19	15	18	15	18	100.0	94.7
All Grades	105	120	103	117	103	117	98.1	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2412.9	2502.6	5	44	24	44	33	13	38	0
Grade 4	2455.0	2454.3	0	0	29	43	62	39	10	17
Grade 5	2522.3	2493.8	15	4	31	25	38	46	15	25
Grade 6	2533.5	2545.0	6	5	29	40	47	45	18	10
Grade 7	2605.1	2558.9	50	13	13	31	25	50	13	6
Grade 8	2628.3	2598.3	40	33	40	33	13	17	7	17
All Grades	N/A	N/A	17	15	27	36	38	36	17	14

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	81	52	13	43	6
Grade 4	14	17	43	35	43	48
Grade 5	15	13	54	50	31	38
Grade 6	18	25	53	60	29	15
Grade 7	50	31	25	44	25	25
Grade 8	60	44	27	28	13	28
All Grades	25	32	43	39	32	28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	63	48	38	43	0
Grade 4	10	13	52	43	38	43
Grade 5	15	13	69	46	15	42
Grade 6	6	25	76	65	18	10
Grade 7	44	13	44	81	13	6
Grade 8	40	28	60	56	0	17
All Grades	19	24	57	54	23	22

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	56	81	44	5	0
Grade 4	0	4	67	61	33	35
Grade 5	23	4	54	42	23	54
Grade 6	6	10	71	75	24	15
Grade 7	50	13	44	75	6	13
Grade 8	13	33	87	50	0	17
All Grades	17	18	68	57	16	25

Conclusions based on this data:

1. 44% of students in grades 3-8 met or exceeded standards in mathematics. The data shows that concepts and procedures were the weakest areas for 3-6 grades.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1			50		***	25									25
2				***		***	***		***			***			
3				***	17		***	67			17				
4						60	***	***	20			20			
5					***	***									
6				***				***							
7									***						
8									***						
Total			12	38	38	47	63	54	24		8	12			6

Conclusions based on this data:

1. Three students were reclassified based on assessment results.
2. Due to the low number of ELL's in each grade level, data is not available.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							***	50			25			25	
1					***										
2				***			***								
3				***	17		***	67			17				
4							***	***							
5					***										
6				***				***							
Total				33	29		67	53			12			6	

Conclusions based on this data:

1. Three students were reclassified based on these results.

School and Student Performance Data

Title III Accountability (School Data)

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

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

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

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

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: .School Goal #1
LEA GOAL:
2016 Goal: Students in grades K-8 will increase achievement in all areas.
SCHOOL GOAL #1:
2016 Goal: Students in grades K-8 will increase achievement in all areas.
Data Used to Form this Goal:
Process used to monitor and evaluate data-
SBA scores, daily assignments, RESULTS assessments, assessments from the California Treasures texts and Accelerated Reader assessments.
Findings from the Analysis of this Data:
SBA results show 40% of Plaza School students met standards in ELA and 44% met standards in mathematics.
How the School will Evaluate the Progress of this Goal:
Stakeholders involved in analyzing data-
Classroom teachers and School Site Council members.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create an after school program that will focus on improving academic performance.	August-June	After school activity assistant and classroom teacher collaboration.				
Educate stakeholders on English Language Development standards.	August-June	Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a research based response to intervention model in 1st - 6th grades.	August-June	Classroom teacher, instructional aides, Education Specialist				
Hire a full time education specialist to serve students who haven't meet academic standards.	August, 2016	Administration, Education Specialist				

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: School Goal #2
LEA GOAL:
Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.
SCHOOL GOAL #2:
Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.
Data Used to Form this Goal:
Williams Act Quarterly Reports, classroom inventories, California Healthy Kids Survey and school survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Stakeholders involved in analyzing data- Classroom teachers, Title I paraprofessionals and School Site Council members.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all staff are highly qualified by promoting professional development opportunities for all instructional staff	August-June	Administration, teachers, instructional aides				
Purchase enough instructional materials for all students.	August-June	Administration				
Create a technology replacement plan that includes a budget to replace outdated and ineffective technology	August-June	Administration, teachers, GCOE Tech, School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure maintenance, grounds, and facilities are safe, clean, and appropriately equipped.	August-June	Administration, custodial				
Offer a broad course of study, including standards based on Physical Education and Performing Arts	August-June	Administration, teachers				

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: School Goal #3
LEA GOAL:
Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.
SCHOOL GOAL #3:
Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.
Data Used to Form this Goal:
School surveys, California Healthy Kids Survey, School Site Council meeting minutes, Student Government meeting minutes, Plaza Community Club
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Stakeholders involved in analyzing data- Classroom teachers and member of the School Site Council.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct an annual survey to determine overall positive feelings for students, parents, and staff members.	August-June	Administration, School Site Council, Student Government				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	August-June	Administration, School Site Council.				
Inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.	August-June	Administration				

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:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #5

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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 #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	17,028.00	17,028.00
Title II Part A: Improving Teacher	4,399.00	4,399.00
Title III Part A: Language Instruction for	1,000.00	1,000.00
Rural Education Achievement Program	19,000.00	19,000.00
Lottery: Instructional Materials	20,783.33	20,783.33

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

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
Patrick Conklin	X				
Jacqui Smith		X			
John Lovell		X			
Linda Friesen			X		
Casey Hofenakle				X	
Dee Dee Canalia				X	
Maria Carrillo				X	
Ceceila Gunness				X	
Cherie Garcia-School Advisory Com		X			
Sarah Fumasi- School Advisory Com		X			
Anton Van Straaten- School Advisory Com		X			
Numbers of members of each category:	1	4	1	6	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 27th, 2016.

Attested:

Patrick Conklin

Typed Name of School Principal

Signature of School Principal

Date

John Lovell

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date