

The Single Plan for Student Achievement

School: Dorothea Lange Elementary School
CDS Code: 40-68759-4030557
District: Lucia Mar Unified School District
Principal: Michael Flushman
Revision Date: October 23, 2017

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

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

Contact Person: Michael Flushman
Position: Principal
Phone Number: (805) 474-3670
Address: 1661 Via Alta Mesa
Nipomo, CA 93444
E-mail Address: michael.flushman@lmusd.org

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
NWEA MAP.....	14
District Writing Assessment (DWA).....	15
ReadiStep College and Career Readiness	15
PSAT College and Career Readiness	15
School District Goals.....	16
Lucia Mar Unified School District Goals	16
Planned Improvements in Student Performance	17
School Goal #1.....	17
School Goal #2.....	24
School Goal #3.....	29
School Goal #4.....	33
Centralized Services: Preliminary Budget – District.....	35
Summary of Expenditures in this Plan.....	38
Total Allocations and Expenditures by Funding Source	38
Total Expenditures by Object Type.....	39
Total Expenditures by Object Type and Funding Source.....	40
Total Expenditures by Goal	41
School Site Council Membership.....	42
Recommendations and Assurances.....	43

School Vision and Mission

Dorothea Lange Elementary School's Vision and Mission Statements

School Profile

Dorothea Lange Elementary School is a school dedicated to not only the academic excellence of each student, but a place where we want students to look forward to getting up and coming to school every day. The Lange community is simply amazing. Dorothea Lange staff consists of 29 dedicated certificated teachers along with 24 professional support staff (including school psychologist, counselor, office staff, custodial staff, librarian, computer lab technician, instructional assistants, and all persons who are not classroom teachers). Each of these staff members does their best to create a positive environment and support classrooms with rigorous instruction. The fact that Lange received the CA Gold Ribbon Award for Academic Excellence in 2016 due to our focus around literacy instruction and intervention should be a surprise to no one. In just 4 short years we went from having just 35% of our students reading at grade level by the end of the year to over 80%, according to our Fountas and Pinnell Assessments. The Lange community is also incredibly supportive. We boast a very active Parent Teacher Organization that dedicates time and resources that humble us all. We also get a great deal of support from the surrounding community that does not even have children in our school.

Dorothea Lange Elementary School serves students in grades kindergarten through sixth grade. It is one of three elementary schools located in Nipomo, California in the Lucia Mar Unified School District. According to the 2010 census, Nipomo's population is 16,714 with 54.3% white, 39.8% Hispanic, 2.2% Asian and 3.7% other. The poverty rate for Nipomo is 9.4%. Lucia Mar Unified School District encompasses 550 square miles of southern San Luis Obispo County and serves approximately 10,900 students. The district is composed of eleven elementary schools, three middle schools, two comprehensive high schools, one alternative tech high school, and one continuation high school.

Dorothea Lange's current enrollment of 563 students represents a diverse population with 41% white, 54% Hispanic or Latino, 3% multiple ethnicities, >1% Asian, >1% African American, and >1% other or no response. We provide Resource Specialist and Speech Therapy programs that serve 54 students, approximately 10% of our school population. We have 107 English Learners, who are served in the regular education classrooms or during designated ELD instruction outside the classroom. Dorothea Lange has 293 students or 52% of our students being served by the Free and Reduced Lunch Program. We have 15 (2.7%) Gifted and Talented (GATE) students at Lange.

We strive to provide a positive, stimulating, and safe environment where everyone is valued and respected. We have high expectations while recognizing that staff, students, parents, and the community share the responsibility for a child's success.

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).

Surveys were sent out to parents in the spring of 2017 with a return rate of 223/550 or 41% of parents responding. Overall parents were very happy with the school, teachers, programs available, and practices/procedures of the school. Areas of concern were GATE opportunities, assistance to help students deal with bullying, and continued support with literacy and math.

Classroom Observations

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

Probationary and temporary teachers will have 2 formal observations and frequent informal observations with feedback provided by the principal. Tenured teachers will have formal observations and frequent informal observations with feedback provided by the principal. The principal will look for evidence of strong instructional strategies such as clear communication of learning objectives, teacher modeling of expectations, frequent monitoring of student progress and checks for understanding, evidence of the 4 Cs (communication, collaboration, creativity and critical thinking) and opportunities for student collaboration and structured interactions. There should be evidence during observations of Common Core standards based instruction in all classrooms.

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)

Schools received their first round of data from spring 2017 CAASPP tests. This data was, and is being, reviewed with teachers. We use local assessments such as MAP and Fountas and Pinnell to guide instruction and monitor progress.

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

We assess reading fluency, accuracy, and comprehension with Fountas and Pinnell Reading Assessment kit for all students in K-6. This assessment is done of 4 times per year for each student to monitor progress. Teachers and students set goals throughout the year. Students' reading instruction is differentiated in the classroom during "workshop" time when all students are focused on improving their literacy skills. Students in 1st-6th grade are also assessed 3 times per year using MAP testing (Measures of Academic Progress) in the areas of math and reading. This online assessment tool which is nationally normed, sets a goal for the student in each of the 3 areas.

Staffing and Professional Development

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

All current staff are certified as highly qualified.

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

Professional development is accomplished weekly during "late start Mondays" where teachers receive instruction on a variety of subjects including reading, writing, data analysis, curriculum, differentiation, and other topics. Professional development opportunities are also provided by the district as well as volunteer committees such as our Future Ready Committee to support teachers in desired areas of improvement.

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

Staff development topics are always directly related to the needs of our students. In the 2017/2018 school year we are focusing on the academic and productive discourse in all content areas. We are also focused on writing across the content areas, especially in math. We will continue to focus on Common Core Standards, the integration of the 4 Cs (communication, collaboration, creativity and critical thinking), curriculum mapping/planning, and the integration of technology into instruction to build digital literacies.

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

Ongoing instructional assistance and teacher support is provided during Late Start Mondays and throughout the week by the administrator and Teacher on Special Assignment. The district office also provides support in areas desired or needed.

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

Teacher collaboration takes place during Late Start Mondays and teachers also choose to collaborate before school, during PE prep time, and after school.

Teaching and Learning

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

Teachers have collaboration time during PE prep, late start Mondays, teacher work days, and before school. Curriculum, instruction, and materials are also discussed during professional development at school sites or at the district level to ensure that curriculum, instruction, and materials align with state standards.

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

The administrator collects each teacher's daily/weekly schedule along with yearly instructional plans to verify appropriate allotment of instructional minutes.

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

The administrator collects each teacher's daily/weekly schedule along with yearly instructional plans to verify appropriate allotment of instructional minutes. Each grade level is scheduled with a 50 minutes "reading workshop" time where the majority of reading interventions take place. Other intervention classes are scheduled before and after school for voluntary participation (with parent permission). Additional math interventions happen at various grade levels through homogeneous math groups.

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

All teachers are provided with appropriate instructional materials.

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

All teachers use standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

There are many opportunities to assist under-performing students, including: Lange has three teachers that provide interventions within the school day. Before and after school tutoring and Bright Futures homework club help students outside the school day. There are a variety of strategies used within the classroom including differentiated, small group instruction, research based effective teaching strategies, and online learning in the classroom and computer lab. There are several evening events that provide parents with strategies on how parents can academically assist students.

14. Research-based educational practices to raise student achievement

Lange participated in TAP for 3 years which concluded in 2014 that included embedded professional development around research based best practices for teachers. This included frequent monitoring of data to guide instruction, clear communication of learning objectives, frequent academic feedback by teachers and students to students, frequent check for understanding, teacher modeling of expectations, and planning lessons to support students' critical thinking skills. These practices are still utilized within the classroom. Curriculum adoptions and professional development opportunities also support awareness in this area.

Parental Involvement

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

Numerous resources are available to support under-achieving students including:

- Before/during/after school tutoring
- Counseling services by school counselor
- GREAT anti-gang and anti-bullying programs for 6th grade students
- Food distribution through non-profit organizations
- Translation services
- English classes for parents
- SAFE: hub for various county services and student scholarships for sports and school programs
- "Families in Transitions" provides services for homeless families
- Bright Futures provides after school care
- School resource officer
- Access to technology in the form of Chromebooks, tablets, and a computer lab
- Professional development opportunities with a focus on aligning instruction and support to move all students towards success in focused areas
- PEP Talks from Nipomo HS for community building and information

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)

Stakeholders (parents, staff, community, district representative, school board) are encouraged to give input to school decisions at various functions including; School Site Council meetings, English Learner parent meetings, English Learner Advisory Committee meetings, PTO meetings, Parent / Principal Coffees, Parent surveys, Community Forum meetings, and through face to face meetings and email.

Funding

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

Additional hours are provided for the following staff members to support underperforming students: Bi-lingual secretary, computer lab tech, English Language Development teacher, Bilingual Liaison, and Intervention teacher. Funding is also used to purchase intervention materials and a bus after school which provided transportation home for students attending intervention.

18. Fiscal support (EPC)

The district purchases the majority of curriculum materials used to support student learning.

Description of Barriers and Related School Goals

Lange has a tradition of being reflective of our practice. Last year, students participated in multiple mandatory assessments (MAP for ELA and Math 3 times, the District Writing Assessment 1 time, Fountas & Pinnell literacy assessments 4 times, the state mandated CAASPP tests for ELA and Math 1 time, and the state mandated Science test for 5th grade 1 time). Note: students also participated in many formative and summative assessments within the classroom setting. The results of these assessments were mixed. Fountas & Pinnell showed terrific growth as well as our MAP testing. The results of our 1 time tests (DWA and CAASPP) were disappointing. We can make a couple of inferences from this information: 1. Since the 1 times tests only show the end of the year, we do not get a good measurement of progress, and 2. The results of the 1 time tests show that we have work to do to get our students where they need to be.

We attribute these results to the following barriers: 1. As the state tests are still a new format, many students are still adapting to the fact that it is a digital format and adaptive. 2. The rigor of the test is also surprising to our students. 3. Students are not experienced with reading extensive reading passages with complex questions to accompany them in addition to performance tasks. 4. Our students are learning how to navigate this new testing process and utilize critical thinking skills to communicate their knowledge. The amount of writing in content areas like math is something that our students are not used to. Our use of Thinking Maps and Write From The Beginning and Beyond is helping students to organize their thoughts. 5. As can be noted above, students are given a great deal of assessments throughout the year. Although they provide us with good information, the amount of testing we do can be a cause for testing fatigue. 6. Lastly, another barrier is that we are in the first year of a new adoption for our math curriculum and teachers are not as familiar with the curriculum as they would like to be.

Not related to data from assessments is the fact that we do not have the 21st Century tools we need to provide a true 21st Century educational experience for our students. Right now we are at about a 1:3 ratio when it comes to devices to students. This causes an access issue that we will need to address. This is especially true at a school like ours where almost 60% of our students are socio-economically disadvantaged which creates what is called the "digital divide"- the gap between those that have access to 21st Century tools outside of school and those that do not. It is the responsibility of schools to bridge that gap.

Teachers are dedicated to learning common core state standards and planning units using these standards and current curriculum, while also learning about the new online assessment tools and the skill set necessary for our students to navigate those assessments. Our focus this year, as a result, is to help students learn to have productive discourse that builds academic vocabulary and discussion. This discussion will generate thinking that will be turned into writing in all content areas. Our other focus is to build teacher capacity to integrate technology into their instruction.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	80	73	74	79	71	74	79	71	98.7	98.8	97.3
Grade 4	87	79	79	84	79	79	84	79	79	96.6	100	100
Grade 5	94	92	78	93	86	75	93	86	75	98.9	93.5	96.2
Grade 6	84	98	93	83	96	88	83	96	88	98.8	98	94.6
All Grades	340	349	323	334	340	313	334	340	313	98.2	97.4	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2369.9	2407.6	2391.8	7	16	14.08	14	16	21.13	34	37	21.13	46	30	43.66
Grade 4	2453.0	2451.3	2446.6	18	18	12.66	26	24	30.38	21	25	27.85	35	33	29.11
Grade 5	2491.1	2513.4	2474.8	22	23	9.33	23	31	38.67	24	28	12.00	32	17	40.00
Grade 6	2535.9	2554.0	2539.3	13	25	19.32	43	35	34.09	24	31	29.55	19	8	17.05
All Grades	N/A	N/A	N/A	15	21	14.06	27	27	31.31	25	30	23.00	33	21	31.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	15	9.86	47	49	47.89	46	35	42.25
Grade 4	13	16	12.66	44	41	58.23	43	43	29.11
Grade 5	22	22	14.67	42	48	46.67	37	30	38.67
Grade 6	23	20	23.86	47	53	50.00	30	27	26.14
All Grades	16	19	15.65	45	48	50.80	39	34	33.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	10	15.49	45	51	40.85	51	39	43.66
Grade 4	23	15	13.92	42	58	54.43	35	27	31.65
Grade 5	26	35	17.33	46	45	52.00	28	20	30.67
Grade 6	25	28	27.27	52	57	51.14	23	15	21.59
All Grades	20	23	18.85	46	53	49.84	34	24	31.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	18	15.49	68	66	67.61	26	16	16.90
Grade 4	14	18	8.86	63	65	64.56	23	18	26.58
Grade 5	14	13	10.67	60	71	64.00	26	16	25.33
Grade 6	23	24	18.18	69	68	69.32	8	8	12.50
All Grades	15	18	13.42	65	67	66.45	21	14	20.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	22	15.49	43	56	46.48	47	23	38.03
Grade 4	19	23	26.58	58	57	45.57	23	20	27.85
Grade 5	25	33	28.00	53	56	40.00	23	12	32.00
Grade 6	24	43	31.82	63	51	53.41	13	6	14.77
All Grades	20	31	25.88	54	55	46.65	26	15	27.48

Conclusions based on this data:

1. To address our weakest area, reading, we have a school wide focus on literacy and we frequently monitor our students' progress as well as set proficiency goals in this area.
2. We believe that digital proficiency is a necessary skill to have in order to perform well on a computer based adaptive assessment. Therefore, we recognize that a focus on digital literacy and proficiency is an essential component of our program.
3. Writing is another area that our students need to become stronger. However, we are encouraged by the adoption of a district writing program and the results of last year's District Writing Assessment show that we made significant gains. We are confident this will be mirrored in the results of our CAASPP data.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	80	73	74	79	71	74	79	71	98.7	98.8	97.3
Grade 4	87	79	79	83	79	79	83	79	79	95.4	100	100
Grade 5	94	92	78	93	88	75	93	88	75	98.9	95.7	96.2
Grade 6	84	98	93	83	96	88	83	96	88	98.8	98	94.6
All Grades	340	349	323	333	342	313	333	342	313	97.9	98	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2397.4	2425.9	2403.9	4	14	8.45	28	28	25.35	28	29	26.76	39	29	39.44
Grade 4	2451.1	2453.2	2454.4	4	10	7.59	31	22	27.85	40	41	37.97	25	28	26.58
Grade 5	2483.3	2488.4	2473.4	16	10	8.00	14	25	16.00	29	31	32.00	41	34	44.00
Grade 6	2528.1	2529.9	2508.8	17	17	10.23	25	26	23.86	35	32	35.23	23	25	30.68
All Grades	N/A	N/A	N/A	11	13	8.63	24	25	23.32	33	33	33.23	32	29	34.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	29	16.90	32	38	38.03	51	33	45.07
Grade 4	12	15	21.52	43	34	35.44	45	51	43.04
Grade 5	17	24	14.67	34	31	24.00	48	45	61.33
Grade 6	25	26	15.91	41	38	38.64	34	36	45.45
All Grades	18	24	17.25	38	35	34.19	44	41	48.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	23	18.31	38	52	47.89	47	25	33.80
Grade 4	13	13	8.86	43	54	56.96	43	33	34.18
Grade 5	17	11	10.67	41	48	37.33	42	41	52.00
Grade 6	14	16	13.64	52	57	47.73	34	27	38.64
All Grades	15	15	12.78	44	53	47.60	41	32	39.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	19	15.49	50	58	49.30	41	23	35.21
Grade 4	10	18	13.92	54	52	45.57	36	30	40.51
Grade 5	18	9	8.00	43	49	52.00	39	42	40.00
Grade 6	18	22	11.36	58	50	56.82	24	28	31.82
All Grades	14	17	12.14	51	52	51.12	35	31	36.74

Conclusions based on this data:

1. In math our results show that we still have approximately 1/3 of our students at or above grade level, 1/3 nearly at grade level, and 1/3 below grade level. This is an area of concern for us, and we are hopeful that the adoption of a math curriculum will assist with this. In the meantime, we will be incorporating the use of math groups. The purchase of a set of approximately 10 Chromebooks for each class will allow teachers to work with a small group while other students can use online differentiated programs to support and/or extend their learning with math.
2. This year we will continue to offer an after school math program for tutoring, although it will be tailored to once per week. This will be for 1st-6th grade students. They also expressed that transportation after school is a challenge. So in addition to offering 25 weeks of this extra math support, we also offer bus transportation for these students.
3. As with the language arts section of the CAASPP, students need to be very comfortable using the online tools which are available during testing. This falls under the category of technology literacy and students need to continue to build skills in this area when visiting the computer lab on a weekly basis or when using the Chrome Book lab in the classroom.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***		***		***		***		***			***
1			13	50	20	50	29	73	13	14		25	7	7	
2	20		13	13		27	60	56	40	7	33	13		11	7
3				29		9	35	40	55	35	53	27		7	9
4	6	8		47	31	23	47	54	54		8	15			8
5	8	10	10	42	40	50	50	50	30			10			
6			11	40		56	40	100	11	20		11			11
Total	6	3	7	37	15	33	42	61	35	13	17	17	1	4	7

Conclusions based on this data:

1. Lange needs to continue supporting these students (especially newcomers, beginners, early intermediate, and intermediate students) with an English Language Development teacher with the goal of reclassifying these students within 3 years of entering school.
2. Lange teachers need to continue to focus on using research based teaching strategies in every classroom throughout the day to provide the best possible instruction for all students.
3. We need to involve the parents of our EL learners in a partnership with the school to help support learning.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				13		10	38	33	23	38	11	33	13	56	33
1			14	50	18	36	29	65	14	14	6	29	7	12	7
2	16		13	11		25	53	50	44	16	30	13	5	20	6
3				26		7	32	40	53	32	53	20	11	7	20
4	6	7		47	29	27	47	50	53		7	13		7	7
5	8	8	9	38	42	55	54	42	27			9		8	
6			8	50		50	33	100	8	17		8			25
Total	5	2	5	31	14	26	41	53	32	17	16	20	6	14	17

Conclusions based on this data:

1. Students that are in the intermediate categories typically struggle with the reading and writing portions of the CELDT test which aligns with their day to day academic studies, therefore, our ELD teacher is providing targeted reading intervention to our intermediate students while still meeting with our beginners to support language development.
2. Classroom teachers will continue to use research based teaching strategies to meet the needs of our EL students, including scaffolding learning, providing specific feedback to students, using visual aides and hands on experiences when possible and holding all students responsible for participation in class. In addition, teachers will be trained in the Path to Proficiency Model of Thinking Maps as a tool to integrate ELD instruction into content areas as a scaffold and support.
3. We will continue to provide our EL parent meetings to give parents information about community resources along with trainings on strategies to academically help support their children.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
3	182.6	20	191.8	18	9.2	9.8	54
4	193.6	24	200.7	24	7.1	7.3	48
5	201.8	27	205.1	16	3.3	5.7	38
6	208.5	35	215.4	50	6.8	4.4	68

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
1	160.9	40	178.2	47	17.2	16.3	56
2	182.2	82	196.1	82	14	13.4	60
3	183.8	13	195.9	18	12.1	11.1	54
4	195.6	15	203.7	12	8.1	9.5	41
5	204.1	15	211.8	15	7.7	7.9	56
6	213.3	27	219.4	27	6.1	6.4	43

District Writing Assessment (DWA)

Grade	Average Score
4	5.77
5	6.72
6	6.97

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Our school goals directly relate to the district goals for student success and all expenditures are used to support teachers' professional development, direct services to students, or support for parents to increase parent involvement.

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
1a) Reading By June 2018, 83% of K-6 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (BAS). (Achievement Goal) In addition, 93% of K-6 students demonstrating below grade-level proficiency will make at least one year's growth or more as measured by F&P. (Growth Goal) By June 2018, 52% of students in each grade level 3rd through 6th will demonstrate grade-level proficiency or above in English Language Arts as measured by the CAASPP state assessment.
1b) Writing By June 2018, 60% of TK-6 students will demonstrate grade level proficiency or above in writing as measured by the District Writing Assessment (DWA). (Achievement Goal)
1c) Math By June 2018, 52% of students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments. (Growth Goal) By June 2018, 52% of students in each grade level 3rd through 6th will demonstrate grade-level proficiency or above in Math as measured by the CAASPP state assessment.
1d) English Learners By June 2018, 59% EL readers will be on grade level or above (increasing from 17%-59%, 18 to 109 students) as measured by Fountas & Pinnell Benchmark Assessment System.
Data Used to Form this Goal:
CAASPP data grades 3-6 MAP testing data grades 1-6

Fountas and Pinnell Reading Inventory Assessment data for grades K-6
District Writing Assessment

Findings from the Analysis of this Data:

According to our Fountas and Pinnell assessments in the spring of 2017, 77% of students demonstrated grade-level proficiency or above. The data shows that we are struggling in math and writing- below 50% proficient in both ELA and Math in CAASPP.

How the School will Evaluate the Progress of this Goal:

Students will be assessed 4 times during the year using Fountas and Pinnell Reading Assessments and 1st-6th grade students will take the MAP test 3 times during the year. Teachers will analyze and progress monitor this data three times a year to guide instruction. For writing students will be assessed a minimum of 4 times per year including the District Writing Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>IDENTIFY STRUGGLING READERS: Use universal screeners: Fountas and Pinnell Reading Assessment and MAP to identify students at risk of academic failure.</p> <p>Students will be assessed as follows: Reading Assessment (K-6): September 2017 (for students entering below grade level), November 2017, March 2018, May 2018 (all students will be assessed at the end of the 3 trimesters)</p> <p>MAP (3rd-6th): Sept 2017, Nov 2017, March 2018</p>	August 2017-June 2018	<p>Fountas and Pinnell Reading Assessment: Classroom Teachers/Intervention Teachers</p> <p>Principal</p> <p>MAP Testing: Classroom Teachers with assistance in computer lab from the computer lab tech</p>				
<p>PLAN READING INTERVENTION PROGRAM:</p> <p>All students will receive small group guided reading instruction based on reading level.</p> <p>Students below grade level in reading</p>	<p>Daily: Teachers will provide small group reading instruction at each student's instructional level.</p> <p>4-5 times per week: Students with</p>	Teachers	<p>Intervention Teacher (Johnson): district pays for .1.0 position</p> <p>Intervention Teacher (Langley).</p> <p>Benefits for Intervention Teacher (Langley)</p>	<p>1000-1999: Certified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>0709</p> <p>0709</p>	<p>43447</p> <p>7986</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>fluency or comprehension may also receive instruction using research based reading intervention instruction with Fountas and Pinnell Leveled Literacy Intervention, Read Naturally, or Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS).</p> <p>Students not working directly with the teacher during small group instruction time will have the opportunity to work on computer-based programs that support literacy practice at their level.</p> <p>To support this, Lange will acquire enough Chromebooks so that each class has enough to support 1-2 small groups (12 Chromebooks/class)</p>	<p>reading fluency or comprehension below grade level expectancies will receive 20-50 minutes of additional reading support (daily time is dependent on the intervention program used) to address reading deficiencies.</p>	<p>Intervention Teacher</p>	<p>Intervention Teacher (Langley).</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>3010</p>	<p>20808</p>	
			<p>Benefits for Intervention Teacher (Langley)</p>	<p>3000-3999: Employee Benefits</p>	<p>3010</p>	<p>3825</p>	
			<p>Intervention Teacher (Langley).</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>4203</p>	<p>3000</p>	
			<p>Benefits for Intervention Teacher (Langley)</p>	<p>3000-3999: Employee Benefits</p>	<p>4203</p>	<p>689</p>	
<p>Teachers will receive professional development on small group reading instruction, the district's writing program, Thinking Maps, data analysis and other pertinent topics to impact student success. The Teacher on Special Assignment (TOSA) will provide most professional development while also providing support for teachers and intervention</p>	<p>TOSA will provide PD on late start Mondays, support teachers, and work with small groups of at risk students</p>	<p>Teacher on Special Assignment</p>	<p>TOSA (Johnson) District pays Summer PD</p>	<p>Supplemental materials</p>	<p>4000-4999: Books And Supplies</p>	<p>4203</p>	<p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support for at-risk students in grades kindergarten, 5th, and 6th grade to improve reading skills			Supplemental instructional materials such as guided reading books, and benchmark assessments.	4000-4999: Books And Supplies	4203	500
				4000-4999: Books And Supplies	4035	500
Use of computer lab literature projects and computer based instruction	The computer lab technician assists students with literature based projects, research, and online assessments	Computer Lab Technician	Computer Lab Tech (Christine Hauptfleisch): Additional hour each day (district funds pay for 15 hours per week+site funds pay for 5 hours for a total of 20 hours per week)	2000-2999: Classified Personnel Salaries	3010	3428
			Hauptfleisch - Computer Lab Tech benefits	3000-3999: Employee Benefits	3010	883
Lange will participate in a school-wide focus that supports learning across content areas with a focus on writing and academic discourse. Lange will support teachers in their knowledge and planning around project/problem based learning and purchase the necessary materials and curriculum needed to implement PBL into instruction.	Trainings and support will happen throughout the 2017-18 school year.	Teacher on Special Assignment, Teachers, Principal	Curriculum/books to support writing across content areas, project/problem based learning, and academic discourse.	4000-4999: Books And Supplies	4203	500
				4000-4999: Books And Supplies	0709	500
All teachers will participate in data analysis as a whole staff during late start Mondays and staff meetings along with meeting students to review data and require students to set goals for their progress based reading, math, and writing assessments.	August 2017-June 2018	Teacher on Special Assignment, Teachers, District Trainer, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PLAN MATH INTERVENTION PROGRAM:</p> <p>Students in various grade levels will receive small group guided math instruction based on math level. (Upper grade pilots.)</p> <p>Students below grade level will receive more small group instruction with their teacher. Teachers will develop instruction around adopted curriculum as well as the use of on-line computer programs that meet students at their level.</p> <p>To support this, Lange will be using the district adopted math curriculum (Investigations) as well as a site license for a supplemental digital math program (Dreambox).</p>	Daily: Teachers will provide small group math instruction at each student's instructional level.	Teachers Principal	Mini grant received for cost of part of the site license- total \$7,300 (District will cover \$6,000 and site will cover \$1,300)	4000-4999: Books And Supplies	0709	1300
After school tutoring will be offered for students performing below grade level in math. A bus will be provided for students needing transportation.	October 2017-April 2018	Teachers will be provided extra duty pay to teach these math support classes. A mini-grant for the district was written as well to support the cost of transportation.	Lange admin will write a mini grant to support extra duty pay. Depending on the award of the mini grant the site will pay up to \$3000 from site funds Lange admin will write a mini grant to support bussing for these students. Site match will be up to \$1300	1000-1999: Certificated Personnel Salaries	3010	837
Lange will work to expand GATE opportunities and GATE-like opportunities for both our GATE students and non-GATE students.	August 2017-June 2018	The Principal, the GATE Coordinator and the GATE committee (parents included) will	Lange will try to create Destination Imagination teams with GATE funds.	5000-5999: Services And Other Operating Expenditures	0709	1300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		investigate more opportunities for GATE activities.	Lange will continue with the Robotics Team with GATE and district funds. Lange will increase VAPA opportunities through partnerships with the community and other schools in the district. Lange will research technology that both helps build 21st century skills and engages students (Spheros Balls, Little Bits, etc.) GATE funds.			
EL learners scoring an overall score of 1, 2, or 3 on the CELDT test will receive 30 minutes of ELD instruction with the ELD instructor.	August 2017-June 2018	ELD instructor will use the CELDT data to design appropriate lessons to address the needs of the EL students. ELD instructor will schedule monthly meetings for parents of EL students providing information to parents of how to academically support their children or reach out for community resources such as English classes.	ELD instructor, Jasmine Reed. District pays this salary and benefits			
Lange will support early literacy development through the push-in of three intervention teachers into Kindergarten to meet individualized	August 2017-June 2018	Three Intervention Teachers	This is part of the Intervention Teachers' duty day.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
literacy needs.						
Teachers will be provided time to collaborate beyond the one hour on Monday for professional development. Teachers may use a half day sub to collaborate around the analysis of data (MAP, F&P, etc.) and how to plan to support students through instruction.	October 2017-May 2018	Principal, Instructional Leadership Team	Substitutes for teachers	1000-1999: Certificated Personnel Salaries	4035	1500
Lange will research and purchase web-based programs that can support students that are struggling in literacy and math. (Imagine Learning)	September 2017-May 2018	Principal, Instructional Leadership Team	Instructional materials and supplies	4000-4999: Books And Supplies	4203	693
Lange will research and purchase 21st century tools that will engage all students and provide them with an awareness of professions available in the future and the skills needed to attain them.	September 2017-June 2018	Principal, Instructional Leadership Team, Teachers	Travel to other schools to observe and research. 21st Century tools... Ex: 3D printer, AutoCAD programs, visual/audio equipment/programs	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	0709 0709	500 2000
Lange teachers will have the opportunity to participate in professional development that directly supports student achievement and intervention.	October 2017-June 2018	Principal, Teachers	Conference registration Travel costs: general fund	5800: Professional/Consulting Services And Operating Expenditures	4035	1120

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
2a) Character Education By June 2018, all elementary students will receive character education through effective school wide programs and activities in an effort to increase student safety and engagement.
2b) Parent Education & Involvement By June 2018, Lange school will provide effective and regular communication to our parents and community about district/site events and offer parent education events based on site-specific needs.
2c) After-school Programs By June 2018, Lange school will design and implement quality before- or after-school opportunities to provide both academic support and/or enrichment for all learners.
Data Used to Form this Goal:
Staff and community anecdotal comments and surveys
Findings from the Analysis of this Data:
According to staff and community surveys there is a desire and need for school-wide positive behavior intervention so students know what it is to be successful in school and beyond and how to manage and resolve problems and conflicts on their own. The surveys also acknowledged Lange's movement towards a positive school environment through our character traits, Bobcat Store, Bobcat Bucks and tone. The community commended the school for these additions and wanted to keep them and enhance them.
How the School will Evaluate the Progress of this Goal:
Parent/community survey done in the spring, the number of participants at family events, a decrease in the number of referrals and suspensions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange will develop a school-wide Positive Behavior Support and Intervention system (PBIS). This will include a tiered system of interventions as well as a focus on character traits.	August 2017-June 2018	Culture Committee, Teachers, Lange staff	Purchase of materials and incentives to run a Bobcat Store and provide awards/recognition to students	4000-4999: Books And Supplies	Board School Climate/Anti-Bullying Allocation	1000
			Lange will bring in outside people to perform assemblies focused on the character traits. Lange will paint murals around the school with school rules and positive messages.	5800: Professional/Consulting Services And Operating Expenditures	Board School Climate/Anti-Bullying Allocation	1000
Lange, in cooperation with the Lange PTO, will host a Family Carnival Night to build a family and community feeling at Lange	September 2017	PTO, Teachers				
Lange, in cooperation with the Lange PTO, will host a STEM Night, The Great American Revolution Walkthrough, Tech Introduction Night, Grandparents Day, Family Movie Night, a Culture Fair and a Winter Performance to support and celebrate the needs and successes of our students, while building community.	Monthly, September 2017-May 2018	PTO, Teachers	Prizes for participants	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	645
Lange will continue to offer the Bright Futures program for students after school	August 2017-June 2018	District, Principal	Paid for by district contract.			
Lange's ELD instructor will also be the ELAC coordinator and host nights to inform parents/families of how to support their student	September 2017-May 2018	ELD Instructor, Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange will continue with The Robotics Club and the club will enter into at least two tournaments.	October 2017-May 2018	Robotics teachers	Tournament fees and materials- paid for by district and GATE funds			
Lange will offer math education nights to support parents as their students get involved in our new curriculum. This will be focused on helping them access the web-based tools they have access to as well as understand the philosophy behind the new curriculum.	October 2017, February 2018	Investigations Pilot teachers, Principal, TOSA	At least two math nights using our web-based programs (Investigations & Dreambox)	3000-3999: Employee Benefits	0709	200
Lange will provide additional counseling services to continue to support our students.	September 2017-June 2018	Principal, Student Services	1 extra day/week of additional counseling. We currently have one a week of an LMUSD counselor. This will give us a total of 2 days/week of counseling services.	5800: Professional/Consulting Services And Operating Expenditures	0709	5760
Lange will continue to effectively use the SST process and administrative monitoring to assist individual students with their academic and behavioral needs .	August 2017-June 2018	Principal, SST team, Instructional Leadership Team	SST teams will continue with the SST process. ILT will provide feedback to principal and teachers on positive and effective practices that support our school rules and climate (referral system, positive acknowledgements, information on school culture and climate)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange's Culture Committee will continue to analyze school culture and student behavior management practices in order to continuously improve the school climate. The Culture Club will work to develop a tiered level of support for all Lange students.	August 2017-June 2018	Principal, Culture Committee	The committee will meet regularly to discuss and come up with ideas to support PBIS as well as a strong behavior management system in class and the front office. Members of the committee may attend a PBIS conference/training	5000-5999: Services And Other Operating Expenditures	4035	500
Increase parent involvement through student recognition- awards assemblies and parent meetings for ELs	Awards assemblies at the trimester	Principal	Awards, certificates	4000-4999: Books And Supplies	0709	200
Translation provided to communicate with parents on the phone or with school notes and notices	August 2017-June 2018	Bilingual secretary	Additional hour for bilingual secretary II, Maribel Ortiz Benefits for Mrs. Ortiz	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	3010 3010	4765 2473
Lange, in cooperation with the PTO, will organize other events to involve families (Winter Performance, Grandparents Day, Bobcat Run, Volunteer Appreciation Breakfast, Book Fair, Spelling Bee, STEM Night, 6th grade promotion, Back to School Night, Open House)	August 2017-June 2018	PTO, teachers, principal				
Lange will continue to support and engage all our families through the assistance of a Home-school Liaison	August 2017-June 2018	The district funds a person for this position for 10 hrs/week.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange will continue to engage our students through positive recognition	August 2017-June 2018	Principal, teachers, Lange staff	Teachers will complete PAWsitive Acknowledgement referrals for students who exemplify and model our positive attributes. Students, teachers, and classes will be recognized on the Bobcat Brief (our weekly video bulletin) for the positive actions they are doing in class and around the school.			
Lange will provide lunch supervision.	August 2017-June 2018	Principal	3 Noon Duty Aides will be employed through site funds	0000: Unrestricted		
Lange will continue to promote a positive and inclusive environment.	August 2017-June 2018	Principal, Culture Club, teachers, PTO	Lange will purchase a Buddy Bench to help encourage people to include others in their play.			

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
By June 2018, Lange school will provide professional development opportunities and increased access to a variety of technology in order to promote future-ready education for all learners.
Data Used to Form this Goal:
Anecdotal data from staff, students, and stakeholders requesting more access to 21st Century tools. Concerns from teachers about not being prepared to model and teach the use of the tools.
Findings from the Analysis of this Data:
In order to be truly career and college ready in the 21st Century students need access to practice with and use the tools of the 21st Century. This is especially the case with students that have less access outside of school than others. It is the school's (and district's) responsibility to bridge the Digital Divide so all students can be future ready. We are also aware that there is a gap in what our teachers know and are able to integrate and teach in their classrooms. We want all of our teachers to be ready and willing to support 21st Century educational environments.
How the School will Evaluate the Progress of this Goal:
Increase in the amount of student access to technology and 21st Century tools (inventory of devices), CAASPP scores. Parent/community survey. Lesson observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the amount of technology at Lange so student accessibility increases, and student interventions can take place, especially in the area of math.	September 2017- June 2018	Principal, Teachers	The district and schools are figuring out a way to roll out devices in accordance with the District Tech Plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange staff will be provided with opportunities to work towards proficiency in the modeling and instructing of new digital literacies. Teachers will have the opportunity to receive training to become Google Educator Certified	September, 2017-May, 2018	Principal, TOSA, Future Ready Committee	TOSA and principal will incorporate and model tech integration into professional development opportunities.	5000-5999: Services And Other Operating Expenditures	0709	1000
			Staff will have the opportunity to attend conferences around the integration of technology and/or visit schools that model effective integration of technology/21st Century skills.			
			Tech Committee will provide workshop-type opportunities for teachers.			
			With assistance from a District Mini-grant teachers will receive up to 15 hours of pay if they can prove they are Google Certified. The district will cover up to \$5,272 and the site will cover the rest.	1000-1999: Certificated Personnel Salaries	0709	586
Lange will purchase and replenish units/kits that will allow students to participate in STEM/design thinking activities integrated into content areas. (Engineering is Elementary)	October 2017-May 2018	Principal, Instructional Leadership Team, GATE committee, Future Ready committee	Grade levels will have the opportunity to buy a unit/kit to pilot. GATE funds.	4000-4999: Books And Supplies	Board GATE Allocation	300
			Grade levels will be able to replenish material for these kits as needed. GATE funds.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange will continue to have a Robotics Club and the club will enter into at least 2 tournaments.	October 2016-May 2017	Two Teachers, Principal, District , GATE coordinator	Stipend paid for through district funds and tournament fees and materials from GATE	5000-5999: Services And Other Operating Expenditures	Board GATE Allocation	1000
Lange will offer an Instant Challenge class to promote 21st Century Skills (Critical Thinking, Collaboration, Communication, and Creativity) for 3 grade levels (K, 5)	September 2017-November 2017	Principal, district	Paid for by district funds			
Lange will offer opportunities to GATE and general ed students to build 21st Century skills both in the school day and outside the school day.	November 2016-May 2017	Principal, Instructional Leadership Team, Computer Lab Tech, partnership with CCNTHS, TK teacher	<p>We would need lab space and a volunteer to run the club.</p> <p>Lange will attempt to develop a Coding Club with a focus on getting girls interested in coding to build career and college readiness.</p> <p>Lange will try to develop a Destination Imagination Team</p> <p>Lange will provide "makers" classes for all grade levels at last 3 times throughout the year.</p> <p>Lange will provide the GATE coordinator with hourly pay so these opportunities can be planned and organized.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Board GATE Allocation</p> <p>Board GATE Allocation</p> <p>Board GATE Allocation</p>	<p>300</p> <p>200</p> <p>600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Lange will research and pursue the acquisition of new cutting edge instructional materials that will enhance future ready learning opportunities (i.e.: Little Bits, Spheros)	4000-4999: Books And Supplies	Board GATE Allocation	1000
			Lange will offer GATE student the opportunity to attend field trips, assemblies, and/or workshops that will enhance their learning.	5000-5999: Services And Other Operating Expenditures	Board GATE Allocation	1300
			Lange will offer GATE committee members the opportunity to learn more about GATE instructional habits and techniques to share with the staff.	5000-5999: Services And Other Operating Expenditures	Board GATE Allocation	400
Lange will purchase materials to continue to support and upgrade our audiovisual student crew who produces the Bobcat Brief	October 2016-May 2017	Principal, AudioVisual Team, Future REady committee	Purchase of audiovisual components (iPads, teleprompter, sound board, etc.). Purchase through mini-grants and GATE funds	4000-4999: Books And Supplies	Board GATE Allocation	800

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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
By June 2018, Lange school will increase stakeholder communication and involvement.
Data Used to Form this Goal:
Spring survey feedback, parent/community complaints, parent/community commendations, attendance at family events and ELAC meetings.
Findings from the Analysis of this Data:
Parent communication can be improved and adapted continuously to meet the needs of our stakeholders.
How the School will Evaluate the Progress of this Goal:
Spring survey, attendance at family events, feedback from social media, comments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lange will have daily communication with families through a variety of platforms: social media, phone calls, texts (weekly emails, Bobcat Brief, Interactive Newsletter, Twitter, Facebook, Instagram, Blackboard message system, phones, Class Dojo, Remind, QR codes, etc.)	August 2017-June 2018	All school	Lange will join social media and utilize other resources and continue to investigate ways to effectively communicate with stakeholders.			
Lange will employ a bilingual liaison that will work 10 hrs per week to increase communication with stakeholders, especially those that	August 2017-June 2018	Principal, District	Bilingual liaison will be paid for by district funds.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
are Spanish speaking						
Parents/guardians will be notified when a student is recognized for doing something positive.	August 2017-June 2018	Principal, Teachers	Student will receive a PAWsitive Acknowledgement award from the principal, filled out by the teacher. This will be taken home and parents will be called, student will be recognized in class and the teacher will have the opportunity to acknowledge the student in other ways as well (lunch, the Bobcat Brief, the office) Paper and toner will be needed to support the printing.	4000-4999: Books And Supplies	0709	
Lange will use the the school website to better communicate its culture, mission and information to our Lange community as well as the global community.	August 2017-June 2018	Principal, District, Comp. Lab Tech	Website will be revamped with the purchase of Edlio by the district. Principal and Computer Tech will be trained on how to use it.			
Lange will continue to improve the weekly student-run video bulletin called the Bobcat Brief	August 2017-June 2018	Principal, Audiovisual teachers, partnership with CCNTHS	Lange will continue to produce and improve our weekly video bulletin called the Bobcat Brief through the use of high-end audiovisual programs and equipment. The Bobcat Brief will go out to students and our community weekly.			

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	37019	0.00
Title I Part A: Parent Involvement	645	0.00
4035	3620	0.00
4203	5882	0.00
0709	64779	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	64,779.00
3010	37,019.00
4035	3,620.00
4203	5,882.00
Board GATE Allocation	5,900.00
Board School Climate/Anti-Bullying Allocation	2,000.00
Title I Part A: Parent Involvement	645.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	70,778.00
2000-2999: Classified Personnel Salaries	8,193.00
3000-3999: Employee Benefits	16,056.00
4000-4999: Books And Supplies	10,638.00
5000-5999: Services And Other Operating Expenditures	6,300.00
5800: Professional/Consulting Services And Operating	7,880.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0709	44,033.00
3000-3999: Employee Benefits	0709	8,186.00
4000-4999: Books And Supplies	0709	4,000.00
5000-5999: Services And Other Operating	0709	2,800.00
5800: Professional/Consulting Services And	0709	5,760.00
1000-1999: Certificated Personnel Salaries	3010	21,645.00
2000-2999: Classified Personnel Salaries	3010	8,193.00
3000-3999: Employee Benefits	3010	7,181.00
1000-1999: Certificated Personnel Salaries	4035	1,500.00
4000-4999: Books And Supplies	4035	500.00
5000-5999: Services And Other Operating	4035	500.00
5800: Professional/Consulting Services And	4035	1,120.00
1000-1999: Certificated Personnel Salaries	4203	3,000.00
3000-3999: Employee Benefits	4203	689.00
4000-4999: Books And Supplies	4203	2,193.00
1000-1999: Certificated Personnel Salaries	Board GATE Allocation	600.00
4000-4999: Books And Supplies	Board GATE Allocation	2,300.00
5000-5999: Services And Other Operating	Board GATE Allocation	3,000.00
4000-4999: Books And Supplies	Board School Climate/Anti-Bullying	1,000.00
5800: Professional/Consulting Services And	Board School Climate/Anti-Bullying	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	645.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,816.00
Goal 2	16,543.00
Goal 3	7,486.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Flushman	X				
Eileen Hudson		X			
Allison Borges		X			
Jennifer Philson			X		
Shannon Arkinson				X	
Becke Pinto				X	
Toka Kuma				X	
Maria Gardner				X	
Numbers of members of each category:	1	2	1	4	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

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 October 24, 2016.

Attested:

Michael Flushman

Typed Name of School Principal

Signature of School Principal

Date

Toka Kuma

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Lisbia Judith Lopez

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 October 24, 2016.

Attested:

Michael Flushman

Typed Name of School Principal

Michael Flushman

Signature of School Principal

11/6/17

Date

Toka Kuma

Typed Name of SSC Chairperson

Toka Kuma

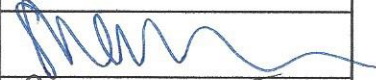




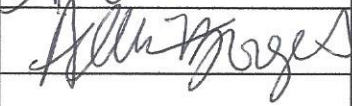
Signature of SSC Chairperson

11-2-17

Date

Lange SSC Sign-in Sheet

Date: _____ Oct. 30, 2017 _____

Name	Position	Email	Signature
Michael Flushman	Principal	michael.flushman@lmusd.org	
Toka Kuma	Parent	tokakuma@att.net	
Jennifer Philson	Classified	jennifer.philson@lmusd.org	
Shannon Arkinson	Parent	shanarkinson@gmail.com	
Becke Pinto	Parent	beckebear@yahoo.com	
Maria Gardner	Parent	maria.m.gardner@gmail.com	
Eileen Hudson	Certificated	eileen.hudson@lmusd.org	
Amber Madrid	Certificated	amber.madrid@lmusd.org	
Allison Borges	Certificated	allison.borges@lmusd.org	

Dorothea Lange Elementary School

School Site Council Meeting

October 30, 2017 @ 4:15 p.m. @ School Library

- I. Meeting Called to Order by Principal Michael Flushman @ 4:20 p.m.
Attendees: Michael Flushman, Toka Kuma, Shannon Arkinson, Eileen Hudson, Becke Bean, Maria Gardner, Amber Madrid, Alison Borges
- II. Reviewed September 18, 2017 Minutes: Clarified under SSC Membership section that Eileen Hudson, teacher, 2nd year of her first 2-year term should be added.
- III. Reports –
 - a. Chair of SSC: Principal Flushman motioned that Toka Kuma be nominated for the Chair of SSC, seconded by Amber Madrid. The vote was unanimous in support.
 - b. Results of 2016-17 Assessments: Discussed numerous assessment results, timing of tests, rigor, testing fatigue, and progress on prior goals and levels for current goals.
 - c. School Plan Approval: After review of the School Plan and discussion regarding “Description of Barriers and Related School Goals,” minor edits were made and the plan was considered for approval. Alison Borges motioned to approve the plan as amended, seconded by Toka Kuma. The vote was unanimous to approve the plan.
- IV. Other Business/Announcements – None.
- V. Meeting was adjourned at 5:04 p.m.

Minutes respectfully submitted by Maria Gardner.

**School Site Council Meeting
September 18th at 4:15pm, Dorothea Lange Library**

Meeting was called to order at 4:15pm by Michael Flushman.

Attendees

Michael Flushman	Becke Bean	Allison Borges
Toka Kuma	Maria Gardner	Jorge Licea
Jennifer Philson	Eileen Hudson	Andie Meenzhuber
Shannon Arkinson	Amber Madrid	

SSC membership for the coming year was discussed;

Shannon Arkinson, parent representative, 1st year of her second (2yr) term.

Toka Kuma, parent representative, 1st year of her third (2yr) term

Becke Bean, parent representative, newly nominated

Allison Borges, teacher, 2nd year

Amber Madrid, teacher, 2nd year

Jennifer Philson, 1st year of classified, second (2yr) term

Maria Gardner, parent representative, 1st year of third (2yr) term

A document will be generated to go home with students to solicit any nominations for parent representative on the SSC. Currently, there is one vacancy.

Amber Madrid nominated Becke Bean for parent representative, for open position on the School Site Council. Toka Kuma second, all were in favor.

Mr. Flushman made a motions to elect Toka Kuma as the new chairperson to replace Lori Anderson for the School Site Council. Eileen Hudson second, all were in favor.

The SSC reviewed the Dorothea Lange Safety Plan. Two additions were made to this document. Under #3, Social Environment, added to the list the, Bobcat Brief. Under #4, Culture, Family Carnival, Grandparents Day and Culture Club Committee were added.

The revised School Safety Plan was motioned by Michael Flushman and second by Toka Kuma, all were in favor.

The SSC reviewed the 2017-2018 Preliminary Categorical Budget. The categories were reviewed. The overall budget had a 33% cut from last year across all categories. There is approximately 15% of the budget that is being held in the Hold Harmless release, which funds are scheduled to be released in January.

Mr Flushman did share with the group that even though funds were cut so drastically, Lucia Mar has planned well to try and financially support our school through mini grants. Dorothea Lange applied for 10 mini grants, Mr Cavazos was awarded a Visual Arts grant, the kindergarten teachers were awarded funds to purchase a Permithan Activity Table. Michael along with a

team of teachers applied for Dream Box, which will act as a supplemental math program. We were awarded funds for professional development for teachers to now be, Google Certified. Last awarded grant was funding for Math tutoring scheduled to begin in October. We wrote 4 grants for chromebooks however those were not awarded due to the district's future device roll out.

The Parent Compact from 2106-17 was reviewed and goals discussed. The compact goals on reading had improved but did not meet the goal of 88% on compact. The school ended the year at 82%. We also didn't meet CAASPP goal of 54%, we were below 50%. In writing only one grade level was above proficient. Math was not able to be discussed at this time. Our English Language learners did meet their goal of 59%. Dorothea Lange had 32 students reclassified last spring to English proficient. Lastly, dates for 2017-2018 were adjusted from last years compact.

Michael Flushman made a motion to approve the Parent Compact for Student Achievement, Toka Kuma second, all were in favor.

We scheduled the following dates for our SSC meetings for 2017-18;

November 6th at 4:15pm, Library

February 5th at 4:15pm, Library

March 5th at 4:15pm, Library

May 21st at 4:15pm, Off Campus

Meeting was adjourned at 5:20pm