

# The Single Plan for Student Achievement

**School:** Dana Elementary School  
**CDS Code:** 40-68759-6043129  
**District:** Lucia Mar Unified School District  
**Principal:** Stacey Russell  
**Revision Date:** October 3, 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:

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**The District Governing Board approved this revision of the SPSA on November 15, 2016.**

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## School Vision and Mission

### Dana Elementary School's Vision and Mission Statements

The students of Dana Elementary will be effective communicators in speaking, writing, and listening in order to successfully thrive in an increasingly competitive world. Students will be expected to demonstrate competency in expository, personal narrative and persuasive forms of writing as well as public speaking and conversation skills in both formal and informal settings.

## School Profile

Located in Nipomo, California, Dana Elementary School has a rich history. The original settlers of Nipomo were the Chumash Indians, who have lived in the area for over 9,000 years. Rancho Nipomo (the Indian word ne-po-mah meant "foot of the hill") was one of the first and largest of the Mexican land grants in San Luis Obispo County. The founder of present day Nipomo, William G. Dana of Boston, was a sea captain. In 1837, the 38,000-acre Rancho Nipomo was granted to Captain Dana by the Mexican governor. The Dana Adobe, created in 1839, served as an important stop for travelers on El Camino Real between Mission San Luis Obispo and Mission Santa Barbara. The adobe was a stage coach stop and became the exchange point for mail going between north and south in the first regular mail route in California. The Danas had children, of which 13 reached adulthood. They learned English and Spanish, as well as the language of the Chumash natives. The family celebrated fiestas that brought people together. By the 1880s the Dana descendants had built homes on the rancho and formed a town. Streets were laid out and lots were sold to the general public. The Pacific Coast Railway (narrow gauge) came to town in 1882, and trains ran through Nipomo until The Great Depression in the 1930s.

Named for William G. Dana, Dana Elementary was built in 1960 and modernized in 2002. Dana Elementary School is situated on 10.4 acres. The school buildings consist of a cafeteria, kitchen, office, library, and classrooms. The campus features three playgrounds. Dana is a "neighborhood" school. We have limited bus service for kindergartners and special education students; however the vast majority of Dana students walk, ride bikes, or are dropped off and picked up by parents. Dana Elementary is well-known for its large, diverse, Bright Futures after school remedial and enrichment program.

The present Dana population draws from a mix of ranch/farming families and families from small suburban housing developments. Dana school meets the educational needs of 580 students, Transitional Kindergarten through sixth grade in 24 regular education classrooms and 2 special education classrooms, including 125 English Language learners, 88 Resource and speech students, and 20 Gifted/Talented (GATE) students. 366 Students access the free and reduced lunch program.

Dana enjoys strong parental support. The PTO provides teachers with funds for school supplies, field trips and assemblies.

## 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).

Approximately 50 parent surveys were turned in last year. Overall, parents rate our academic programs A (Strongly Agree) or B (Agree). All other areas also receives an A or B rating. Parents comments are very complimentary towards our staff and the climate at Dana.

### Classroom Observations

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

Non-permanent teachers are evaluated formally twice per school year. Permanent teachers are evaluated once every other school year. We have utilized a variety of walkthrough observation forms throughout the school year specifically based on targeted

strategies. The school principal spends approximately 3 hours per day in classrooms, observing classroom instruction, checking in with students and teachers, discussing student behaviors and academic achievement, and directly assisting students with tasks.

### **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)

Students have not been assessed using state assessments for the past two years.

Students in grades 3-6 took the state assessment (SBAC) for the first time last year. We will use the results as baseline data to determine the growth measurement for this school year.

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

Dana utilizes assessments from our math (My Math) and language arts (Wonders) adoptions as well as teacher developed formative and summative assessments to monitor student progress throughout the school year.

### **Staffing and Professional Development**

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

All staff at Dana are considered highly qualified.

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

Teachers have received district level training on My Math and Wonders curriculum.

Due to late start Mondays and minimum days teachers will receive quality professional development around the areas of writing, curriculum mapping, assessment, thinking maps, etc.

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

Staff development is based on Common Core Standards and driven by our student's needs as determined by student performance data. Our professional development is based on district goals and our Dana School vision statement.

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

The BTSA mentors and school principal act as coaches, supporting teachers and providing ongoing instructional assistance. This year the intervention teachers and the principal will assist teachers in analyzing student data, tracking student progress, determining appropriate intervention strategies, etc. The intervention teachers and the principal will meet weekly to analyze student data and to discuss group and individual student progress or lack of progress and will take appropriate action to ensure that students are learning.

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

Teachers were provided with weekly 40 minute to one hour collaboration time.

Teachers will continue to be provided with collaboration time through grade level meetings and collaboration time a minimum of twice per month and on minimum days as necessary.

#### Teaching and Learning

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

We have two new adoptions for Language Arts and Math which are both aligned to content standards.

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

Dana teachers adhere to the recommended instructional minutes for reading/language arts and math.

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

Dana provided 1 instructional tutor and two Intervention Teachers for students during the school day. Tutors and teachers also provided some before and after school tutoring sessions.

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

Some of our adoptions were supplemented last year in order to be more aligned to the new common core standards.

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)

Adoptions were supplemented last year to be more aligned with new common core standards.

#### Opportunity and Equal Educational Access

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

Tutors and classroom teachers focus on skill development in small groups for underperforming students.

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

Research-based educational practices have been utilized to raise student achievement. Teachers post, state and make sure that students understand the lesson objectives daily. Teachers engage in the gradual release model of instruction. Teachers utilize cooperative learning strategies and other research-based strategies to ensure that students are making progress.

#### Parental Involvement

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

Our Family Resource Center provides families with connections to services such as counseling, food banks, etc. Our family events bring families to our school and help to raise the awareness of our programs.

#### 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 have opportunities throughout the school year to give input into our school programs and plans.

#### Funding

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

Categorical funds are utilized to support underperforming students. We employ tutors to support our students. We utilize categorical funds to purchase materials to support our English language learners such as Curriculum Associates, CELD booklets. Writing and reading materials are purchased. Upgraded computers are purchased each year to keep our technology up to date.

#### 18. Fiscal support (EPC)

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

The Dana Elementary staff is proud to serve a community rooted in tradition. The Dana population draws from a mix of ranch/farming families and families from small suburban housing developments. Defined by national and state guidelines as a high-needs school, with 68% of the 580 student population receiving free and reduced lunch, 20% English language learners, and 12% students with disabilities. Our budget for parent involvement does not cover the costs for our parent education night every year. A more robust parent involvement budget would allow us to provide more opportunities to educate our parent population. Many of our families do not have access to a computer or internet in their homes. We have addressed this in our plan, but it takes time and effort to help ensure that our Dana families have the access they need for their students to be successful. The Dana staff continually works to engage, challenge and inspire all students.

## 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	94	87	78	90	84	77	90	84	77	95.7	96.6	98.7
Grade 4	79	94	86	75	90	83	75	90	83	94.9	95.7	96.5
Grade 5	90	78	93	87	75	91	86	75	91	96.7	96.2	97.8
Grade 6	109	90	89	107	89	88	107	89	88	98.2	98.9	98.9
All Grades	372	349	346	359	338	339	358	338	339	96.5	96.8	98

\* 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	2404.0	2411.1	2419.0	20	24	20.78	12	20	25.97	31	26	28.57	37	30	24.68
Grade 4	2460.7	2453.0	2447.5	21	23	12.05	24	19	27.71	13	24	24.10	41	33	36.14
Grade 5	2461.0	2481.7	2470.7	7	21	13.19	24	17	23.08	25	15	25.27	43	47	38.46
Grade 6	2478.1	2501.4	2517.8	7	7	18.18	18	31	18.18	30	31	39.77	46	30	23.86
All Grades	N/A	N/A	N/A	13	19	15.93	19	22	23.60	26	25	29.50	42	35	30.97

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	21	21	22.08	32	44	45.45	47	35	32.47
Grade 4	16	22	13.25	43	47	57.83	41	31	28.92
Grade 5	7	17	16.48	42	36	43.96	51	47	39.56
Grade 6	11	6	18.18	29	51	43.18	60	44	38.64
All Grades	14	17	17.40	36	45	47.49	51	39	35.10

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	18	23	20.00	47	36	45.33	36	42	34.67
Grade 4	23	20	18.29	52	48	50.00	25	32	31.71
Grade 5	14	25	20.88	50	45	42.86	36	29	36.26
Grade 6	13	15	25.00	48	58	54.55	39	27	20.45
All Grades	16	20	21.13	49	47	48.21	35	33	30.65

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	22	12	11.69	50	69	61.04	28	19	27.27
Grade 4	20	12	9.64	65	66	57.83	15	22	32.53
Grade 5	8	12	14.29	62	64	59.34	30	24	26.37
Grade 6	8	11	11.36	67	72	69.32	24	17	19.32
All Grades	14	12	11.80	61	68	61.95	25	20	26.25

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	21	19	22.08	44	55	59.74	34	26	18.18
Grade 4	19	20	16.87	56	51	56.63	25	29	26.51
Grade 5	15	21	18.68	53	55	43.96	31	24	37.36
Grade 6	12	15	28.41	56	62	40.91	32	24	30.68
All Grades	16	19	21.53	53	56	49.85	31	26	28.61

**Conclusions based on this data:**

1. With an overall 35% of student below grade level in reading, we continue to focus on and increase our efforts on early literacy and literacy interventions.
2. In writing, there is 69% of all students at or above grade level. This data demonstrates a strong correlation between the focus on the school mission and vision and teacher/student supports with writing including but not limited to the implementation of the district Write from the Beginning and Beyond writing program.
3. The overall listening data remained similar as years past. As a school site, we are continually looking for effective tools to increase students overall listening comprehension.



## 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	94	87	78	91	84	77	89	84	77	96.8	96.6	98.7
Grade 4	79	94	86	75	90	83	74	90	83	94.9	95.7	96.5
Grade 5	90	78	93	87	75	91	87	74	91	96.7	96.2	97.8
Grade 6	109	90	89	108	89	88	106	89	88	99.1	98.9	98.9
All Grades	372	349	346	361	338	339	356	337	339	97.0	96.8	98

\* 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	2411.5	2421.1	2413.7	11	12	12.99	29	30	24.68	20	30	37.66	38	29	24.68
Grade 4	2467.7	2461.7	2444.2	16	9	6.02	16	26	26.51	48	43	39.76	19	22	27.71
Grade 5	2452.9	2480.7	2458.4	3	19	10.99	10	9	12.09	32	27	27.47	54	45	49.45
Grade 6	2467.2	2484.6	2486.9	11	7	10.23	9	15	12.50	25	38	32.95	53	40	44.32
All Grades	N/A	N/A	N/A	10	11	10.03	16	20	18.58	30	35	34.22	42	34	37.17

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	22	27	22.08	35	40	41.56	43	32	36.36
Grade 4	23	16	13.25	39	48	37.35	38	37	49.40
Grade 5	5	22	14.29	32	19	26.37	63	59	59.34
Grade 6	11	11	15.91	25	37	32.95	64	52	51.14
All Grades	15	19	16.22	32	37	34.22	53	45	49.56

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	20	20	19.48	37	51	48.05	43	29	32.47
Grade 4	16	17	9.64	51	40	53.01	32	43	37.35
Grade 5	7	15	10.99	26	32	36.26	67	53	52.75
Grade 6	13	7	11.36	35	42	43.18	52	52	45.45
All Grades	14	15	12.68	37	42	44.84	49	44	42.48

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	21	19	20.78	46	62	58.44	33	19	20.78
Grade 4	23	17	13.25	38	53	46.99	39	30	39.76
Grade 5	3	15	10.99	44	38	37.36	53	47	51.65
Grade 6	8	10	12.50	40	52	35.23	52	38	52.27
All Grades	13	15	14.16	42	52	43.95	45	33	41.89

**Conclusions based on this data:**

1. Relative Strengths: The category Communicating Reasoning had the highest overall percentage of students who were either above or were at or near meeting the standard.
2. Relative Weaknesses: Almost 50% of students were below standard on the applying mathematical concepts and procedures category. The site leadership team is monitoring student progress within this category and standards with data reported out by our new math intervention online program.
3. General Conclusion: Overall, the percentage of students at or above standard declined. This is contributed to a transition of our math curriculum and lack of focus on math during our professional development. District-wide we have adopted a new math curriculum and have provided ongoing professional development and teacher support for the 17-18 school year.

## 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				***	***	25		***	25			50			
1		7	35	36	40	35	36	27	29	9	13		18	13	
2			5	7	20	26	57	30	47	21	30	16	14	20	5
3				6	15	9	53	38	27	35	23	36	6	23	27
4	6	6	14	31	11	29	44	67	43	19	17				14
5	5	13	25	45	67	25	41	13	44	9	7				6
6		8	11	13	33	22	50	42	56	25	17		13		11
<b>Total</b>	2	6	16	26	32	26	46	38	40	19	16	10	7	8	9

#### Conclusions based on this data:

1. Relative Strengths: 42% of our English Language Learners overall are early advanced or advanced. This is reflective of our ELD intervention team's focus on reading/language support.
2. Relative Weaknesses: 63% 3rd grade English Language Learners are early intermediate and beginning proficiency. This is a grade level our ELD intervention team continues to focus on providing support for students to move them toward proficiency.
3. General Conclusions: 82% of our English language learners are performing at CELDT levels 3-5. These students are making steady progress towards reclassification.

## 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				11	13	5	39	30	32	33	26	32	17	30	32
1		6	33	33	33	33	33	33	28	8	17	6	25	11	
2	6		5	12	29	30	47	29	45	24	21	15	12	21	5
3				6	21	9	53	36	27	35	21	36	6	21	27
4	6	10	14	29	10	29	47	60	43	18	15			5	14
5	5	13	25	45	63	25	41	13	44	9	6			6	6
6		8	11	11	31	22	56	38	56	22	23		11		11
<b>Total</b>	3	5	13	22	27	22	45	35	38	21	19	14	9	14	14

#### Conclusions based on this data:

1. There is no current school year data as the English Learner assessment transitions from the CELDT to the ELPAC.

## 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
<b>3</b>	182.9	21	194.9	33	11.9	9.8	58
<b>4</b>	195.7	35	202.4	33	6.6	7.2	48
<b>5</b>	199.3	15	205.7	19	6.4	5.8	49
<b>6</b>	206.3	23	210.2	21	3.9	4.4	52

#### Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
<b>1</b>	160.6	38	174.2	23	13.6	16.3	40
<b>2</b>	176.9	50	195.9	82	19	13.4	69
<b>3</b>	182.1	8	196.4	20	14.3	11.1	67
<b>4</b>	197.2	22	207.4	25	10.2	9.6	56
<b>5</b>	205.5	20	212.2	16	6.7	8	43
<b>6</b>	210.2	15	214.3	10	4.1	6.2	38

**District Writing Assessment (DWA)**

Grade	Average Score
3	6.47
4	5.75
5	6.52
6	6.56

**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:

Dana's school vision is focused on listening, speaking, and writing skills. Our language arts goal addresses the CCSS for writing as well as the 21st century skill of communication. We are also utilizing Thinking Maps to improve student writing. We are implementing strategies from the LCAP and targeting our below proficient students in math and writing utilizing our Intervention Teachers and Literacy/Math Tutors. In order to be prepared for college and career success students must not only possess academic skills but must also acquire the skills necessary to ensure positive interactions with peers and adults. Our character education goal gives these students the opportunity to develop these critical problem solving and social skills.

## 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.

<b>SUBJECT: Achievement</b>
<b>Lucia Mar Unified School District Goal:</b>
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 <sup>st</sup> 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.
<b>SCHOOL GOAL #1:</b>
Elementary Site Goal: 1a) Reading By June 2018, 60% of K-6 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (BAS). (Achievement Goal)  In addition, 60% of K-2 students will make at least one year's growth or more as measured by F&P. (Growth Goal)  By June 2018, 50% of students in each grade level 3rd-6th will reach or exceed projected growth goals in reading as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments. (Growth Goal)  By June 2018, 50% of students will achieve proficiency on the state assessment (CAASPP).  1b) Writing By June 2018, 50% of K-2 students will demonstrate grade level proficiency or above in writing as measured by the district grade level rubrics. By June 2018, 50% of 4-6 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, 45% 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, 70% of students, grades 3-6 will pass all grade level math benchmarks.  By June 2018, 50% of students will achieve proficiency on the state assessment (CAASPP).  1d) English Language Learners



By June 2018, 60% of EL students will be reading at grade level as measured by Fountas & Pinnell Benchmark Assessment System.

**Data Used to Form this Goal:**

2016-17 MAP data, SBAC data, F&P running record data, writing rubric scores.

**Findings from the Analysis of this Data:**

Due to lack of language experience many Dana students lack basic writing skills. Developing writing skills deepens reading comprehension and leads to greater success in reading. The Write from the Beginning and Beyond coupled with Step up to Writing strategies will assist students in reaching grade level proficiency in reading and writing. We have work to do in the area of math in order to bring more of our students to the proficient level.

**How the School will Evaluate the Progress of this Goal:**

Writing prompts given in August, November, March, and June. Student will create writing plans and work on writing strategies throughout the school year. Teachers will be analyze MAP, SBAC and F&P to target instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with professional development on math strategies and time to collaborate to discuss implementation of the new math curriculum (what is working what is not), analyze math data from assessments, and discuss strategies to improve student achievement in math.	August 2017-June 2018	Dana Leadership Team, TOSAS, Principal	Training of trainers	4000-4999: Books And Supplies	0709	100
Hire Tutors for small group differentiated instruction to provide increased opportunities for below proficient students to explore math concepts using manipulatives, computer based or other visual programs, to target reading skills through guided reading groups, and to target writing skills through small group intensive intervention, and to teach designated ELD to EL students.	August 2017-June 2018	Principal	Literacy Support Tutor (1.0) 130 days	1000-1999: Certificated Personnel Salaries	District Funded	
			1.0 from district funds			
			Literacy Support Tutor (1.0)	1000-1999: Certificated Personnel Salaries	0709	10,000
				1000-1999: Certificated Personnel Salaries	3010	10,000
Teacher collaboration time to work on curriculum planning and pacing of language arts curriculum and math	August 2017-June 2018	Principal	Substitutes for teacher collaboration	1000-1999: Certificated Personnel Salaries	3010	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum. Professional development, such as MAP data analysis, and cross-grade level sharing and PD, may occur during these collaboration sessions. Each grade level receives a minimum of one collaboration/PD day per trimester.						
Continue the subscription to RAZ-Kids; a web based program to target reading comprehension and fluency skills for students performing below grade level in reading which are prerequisite skills for writing success. This program can also be accessed from home. Our teachers assign RAZ-Kids as homework.	September 2017-April 2018	Principal and TOSA/Intervention Teacher	Continue subscription to RAZ Kids Headsets with microphone for RAZ kids.	4000-4999: Books And Supplies 4000-4999: Books And Supplies	District Funded 0709	1,000
Purchase the supplemental mathematical program Dreambox to identify and target the common core standards to increase student proficiency of the CCSS.	September 2017-June 2018	Principal and TOSA/Intervention Teacher	Continue Dreambox subscription	5000-5999: Services And Other Operating Expenditures	0709	4000
GATE funding to support after school GATE classes, once a week, from October 2017 to May 2018. Class 1: Spanish language Class 2: Culture study Class 3: Advanced Math	October 2017-May 2018	Ruben Garcia and Nicole DeHusson	Teacher hourly rate Materials and Supplies Field trips	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	District Funded District Funded District Funded	3,000 1000 500
Full time Intervention Teacher (.4 funded by site funds) will work with below proficient students in writing, reading, math and designated ELD. We are in our fourth year of ELD intervention specifically designed for our kindergarten students. All kindergarten EL students attend the regular morning session and then	August 2017-June 2018	Principal, Intervention Teacher	Target below proficient students in writing and reading.	1000-1999: Certificated Personnel Salaries	0709 4203	22000 3700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
stay for the second half of the day for targeted ELD instruction. This intervention has been highly effective in bringing our EL students up to the level of our non-EL students. The intervention teacher runs this ELD group daily.						
Copier expenses	Ongoing	Principal	copier expenses so students have access to supplemental materials	5000-5999: Services And Other Operating Expenditures	0709	5000
Supplemental instructional materials to support reading, writing, and math instruction.	Ongoing	Principal	Instructional materials and supplies	4000-4999: Books And Supplies	3010	15000
			Instructional materials and supplies	4000-4999: Books And Supplies	0709	5831
			Reference books for teachers	4000-4999: Books And Supplies	4035	82
Professional Development in areas of Language arts, Math, and ELD. Academic vocabulary, Write from the Beginning and Beyond, Step up to Writing, F&P (all grades), technology PD, Math benchmark PD and collaboration,	August 2017-June 2018	Principal	Substitutes for teachers to attend off campus professional development	1000-1999: Certificated Personnel Salaries	4035	1,400
			CUE Conference	5000-5999: Services And Other Operating Expenditures	0709	3000
Personnel benefits	Ongoing	Principal	Tutor/Teacher benefits	1000-1999: Certificated Personnel Salaries	3010	6709
				1000-1999: Certificated Personnel Salaries	0709	5882
				1000-1999: Certificated Personnel Salaries	4035	257
				1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	92

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	4203	680
			Classified benefits	2000-2999: Classified Personnel Salaries	3010	221
<p>This is our second year providing a Multiplication Challenge for our 3rd-6th grade students. The challenge runs for 11 weeks. Students take a timed test on Wednesday. If they do not pass they have another opportunity to pass on Friday. Students who pass the multiplication test for the week receive a prize. As they progress through the 2's-12's the prizes become increasingly better. Teachers engage students in study sessions throughout the course of the challenge. The principal runs through problems in the cafeteria or practices flash cards with the kids during the lunch period. The whole school is involved in helping students pass their facts. Parents are informed and are given resources to help their students succeed. Students who pass all tests receive a prize and are entered into a drawing for a larger prize. For the 2016-17 school year 68% of our 3rd-6th graders passed all tests (2-12). We even had 4 second graders pass all tests!</p>	October-December 2017	Principal, Teachers	Prizes and instructional materials	4000-4999: Books And Supplies	3010	499

## 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.

<b>SUBJECT: School Climate</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
<b>SCHOOL GOAL #2:</b>
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. (Additional counseling services)
2b) Parent Education & Involvement By June 2018, Dana Elementary 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, Dana Elementary school will design and implement quality before- or after-school opportunities to provide both academic support and/or enrichment for all learners.
<b>Data Used to Form this Goal:</b>
Character education is essential to the success of our school. Parents want to be informed and shown how to help their students at home (parent surveys). Many of our students require intervention in order to reach grade level standards.
<b>Findings from the Analysis of this Data:</b>
Students need remediation in academics and behavior in order to succeed in school.
<b>How the School will Evaluate the Progress of this Goal:</b>
Student discipline data. Student surveys. Parent surveys. Student assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide noon duty supervisor monthly meetings to address playground issues and anti-bullying initiatives.	2017-18 School Year	Principal	Hourly pay for noon duty staff	2000-2999: Classified Personnel Salaries	School Safety and Violence Prevention Act	300.00
Contract with Constant Contact email service to send Principal's Newsletters which include event reminders to Dana parents and community members.	July 2017	Principal	Cost of contract with Constant Contact	5000-5999: Services And Other Operating Expenditures	0709	1000
Offer a Math Parent Education Night to educate parents regarding the newly adopted curriculum (Investigations and Big Ideas) and school wide implementation of Dreambox Math (a web based math program that adapts to the student's academic levels and provides teachers with relevant data to inform instruction. The program aligns with our new adoption (Investigations) and is strategy based, meaning that students manipulate virtual manipulatives to solve problems instead of using paper and pencil. This approach builds number sense and allows students to develop a deeper understanding of math concepts.) to give parents concrete ways to help their student with math.	October 2017	Dana Leadership Team and other teachers who will be presenting by grade level.	Hourly rate for teacher presenters	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
			Materials and supplies for parent night	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	209
Provide before and after school intervention tutoring a maximum of 2 hours per week for grades 1-6 targeting reading, writing, and math skills.	September 2017-May 2018	Principal and Teachers	Teacher hourly rate	1000-1999: Certificated Personnel Salaries	District Funded	
			Books and supplies			
Provide after school classes one day per week for GATE and advanced students. We will offer three different sessions/classes, each running	October 2017-May 2018	Principal and site GATE coordinators	Teacher hourly rate from site GATE funds	1000-1999: Certificated Personnel Salaries	District Funded	
				4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
approximately 10 weeks. Session 1: Spanish language instruction Session 2: Culture study Session 3: Advanced Math						
Continue Random Acts of Kindness group to serve a mix of students, some who could benefit from involvement in positive actions. 5th-6th graders.	September 2017-June 2018	Principal Erin Jameson Shawna Starck	Hourly rate for teachers	1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	300
			Supplies	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	200
Provide Anti-bullying instruction to groups of students who display behaviors that are not aligned to our Dana School Pledge. These sessions will be held during lunch detention. Students will participate in anti-bullying curriculum, will spend time reflecting on their behavior, and will take action to help make our school a bully free zone.	October 2017- June 2018	Principal and Vice-Principal and School Counselor	Books and videos	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	200
Continue Principal's Rules Talks. These talks will take place a minimum of once a month. The principal will visit each classroom in order to facilitate discussion and sharing. Topics: Dana School Pledge, Playground safety, scholarly behaviors, anti-bullying, etc. Letters will be sent home to parents after each round of talks explaining what was discussed with the students and encouraging parents to have these discussions with their children at home.	August 2017-June 2018	Principal				
Continue recess campus beautification with students. Students volunteer their time during	August 2017-June 2018	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
their recesses to help plant succulents, pull weeds, water, pick up trash, etc. Students enjoy working together to help make our school look nice. They have pride in their work and we build relationships and connections while we work.						
Continue outreach to families to help provide free computers and reduced cost internet with the goal of ensuring that all of our Dana families have access to our communication system and that students have access to our online resources (RAZ Kids/Dreambox for Math). Teachers seek out families without access and we provide a recommendation letter and application for a reduced cost computer through the Exploration Station in Grover Beach. Our school counselor provides information on reduced cost internet.	August 2017-June 2018	Principal, Counselor, Office Secretary, 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 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.

<b>SUBJECT: Future Ready Education</b>
<b>Lucia Mar Unified School District Goal:</b>
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.
<b>SCHOOL GOAL #3:</b>
3) Future-Ready Education By June 2018, Dana Elementary school will provide professional development opportunities and increased technology access to promote future-ready education for all learners.
<b>Data Used to Form this Goal:</b>
Technology surveys. Ratio of devices to number of students attending Dana.
<b>Findings from the Analysis of this Data:</b>
Technology is always changing and our staff needs continual technology professional development opportunities. If our students are to be ready for the jobs of the future, they require access to and practice using different types of technology throughout their schooling.
<b>How the School will Evaluate the Progress of this Goal:</b>
Technology professional development offerings throughout the school year. Number of devices available to students and types of opportunities made available to them in the classroom and the computer lab.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tech Thursdays PD Provide PD opportunities for teachers a minimum of twice per month Gradebook, Google Classroom. How to organize your Google Drive,	August 2017-June 2018	Principal, Technology Leaders at our site	Extra duty pay for planning and presenting PD to staff.	1000-1999: Certificated Personnel Salaries	3010	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kahoot, Plickers, etc.						
Purchase chrome books to continue to update the technology that students can access. Our goal for 2017-18 is 1:1 chromebooks for all of our 3rd through 6th graders.	October 2017	Principal	75 Chromebooks, mice, headsets, carts	4000-4999: Books And Supplies	0709	10000
Purchase Chrome books to support teacher innovation/collaboration/technology PD.	October 2017	Principal	Chromebooks for teachers	4000-4999: Books And Supplies	0709	5000
Purchase Amazon Kindle apps to support the use of Kindles in grades K-2, SDC, and RSP settings.	Ongoing	Principal and Leadership Team	Application purchases	4000-4999: Books And Supplies	4203	327
Provide compensation for all certificated staff to become Google Level 1 certified.	October 2017- June 2018	Principal	Extra duty hourly pay for teachers	1000-1999: Certificated Personnel Salaries	District Funded	
			Test fees for teachers	4000-4999: Books And Supplies	0709	400
Continue RAZ kids contract. RAZ kids is a web based reading program that targets reading comprehension, vocabulary, and fluency. Students can access this technology at school and at home.	August 2017-June 2018	Principal	Contract	5000-5999: Services And Other Operating Expenditures	District Funded	
Purchase Dreambox learning contract to support Tk-6th grade students in math.	October 2017	Principal	Dreambox contract	5000-5999: Services And Other Operating Expenditures		
			Mini-Grant	5000-5999: Services And Other Operating Expenditures	District Funded	
CUE technology conference	March 2018	Principal	Expenses for CUE conference			

## 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.

<b>SUBJECT: Organizational Excellence</b>
<b>Lucia Mar Unified School District Goal:</b>
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.
<b>SCHOOL GOAL #4:</b>
4) Site Communication Plan Dana Elementary school will increase stakeholder communication via the Lucia Mar Online Parent Application, Homelink, and Constant Contact email system. We will continue to increase communication among staff through extra meetings as requested (special education staff) and through Google Tools.
<b>Data Used to Form this Goal:</b>
Many parents do not check their child's backpack and miss important communication. Using an app and email system to disseminate information should increase the number of parents receiving these communications.
<b>Findings from the Analysis of this Data:</b>
Better communication with stakeholders is a continuous process and needs to be updated as technology evolves.
<b>How the School will Evaluate the Progress of this Goal:</b>
Number of parents accessing the online parent application and the Constant Contact email system.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Constant Contact	July 2017	Principal	Contract with Constant Contact to send out communications, including the Principal's Newsletter, via email instead of paper copies.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Google for staff	August 2017	Principal and Leadership Team	Continue to increase the Dana staffs' use of the Google system to communicate events via the calendar, create and share documents via Google Docs and Google Sheets. Provide PD to staff via "Technology Thursdays" on Google products in order to increase communication and the organization of our school.			
Extra duty pay for TOSAs or other teachers on the leadership team to provide extra PD, data analysis, or consultation in order to support below proficient students, to teachers (especially new teachers) who need this support throughout the school year.	August 2017- June 2018	Principal	Extra Duty Certificated	1000-1999: Certificated Personnel Salaries	3010	2,000
Increase communication by providing weekly collaboration meetings for Special Education aides and the classroom teacher.	August 2017- June 2018	Principal	Classified extra duty pay	2000-2999: Classified Personnel Salaries	3010	850

### Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	<b>Carryover (distributed in October)</b>	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	<b>Preliminary 2016-2017</b>	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	<b>Hold Harmless 15%</b>								
	<b>Available Resources for Planning</b>	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>\$</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Title I Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Codes</b>									
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							<b>\$2,500.00</b>
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			<b>\$82,785.24</b>
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			<b>\$20,000.00</b>
3000	Classified Benefits 25.32%	6,138				5,505		5,780	<b>\$17,422.95</b>
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	<b>\$20,000.00</b>
3000	<b>Total Benefits</b>	<b>36,362</b>	<b>36,490</b>	<b>7,515</b>	<b>25,293</b>	<b>18,768</b>	<b>-</b>	<b>15,780</b>	<b>\$140,208.19</b>
<b>Subtotal</b>	<b>1000-3000's</b>	<b>181,708</b>	<b>254,990</b>	<b>52,515</b>	<b>181,651</b>	<b>60,049</b>	<b>-</b>	<b>38,607</b>	<b>\$769,520.19</b>
<b>For Page 2</b>	<b>4000-6000's</b>	<b>\$113,587</b>	<b>\$79,182</b>	<b>\$26,922</b>	<b>\$67,312</b>	<b>\$26,134</b>	<b>\$0</b>	<b>\$3,769</b>	<b>\$316,904.81</b>
<b>2017-2018 Projected Preliminary Categorical Budget</b>									
<b>Remaining \$</b>	<b>For 4000 - 6000</b>	<b>113,587</b>	<b>79,182</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>			<b>\$313,135.61</b>
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>5/25/17</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Title I Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Code</b>									
4200	Books and Reference Materials	5000		5000					<b>\$10,000.00</b>
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	<b>\$18,585.00</b>
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				<b>\$26,908.00</b>
5230	Mileage	1,000						1000	<b>\$2,000.00</b>
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
<b>4000 - 6000</b>	<b>Total 4000-5000's</b>	<b>113,587</b>	<b>79,181</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>	<b>-</b>	<b>3,769</b>	<b>\$316,905.00</b>
<b>Must match</b>	<b>Total</b>								

## 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	44779	0.00
Title I Part A: Parent Involvement	801	0.00
4035	1739	0.00
4203	4707	0.00
0709	73213	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	73,213.00
3010	44,779.00
4035	1,739.00
4203	4,707.00
District Funded	5,500.00
School Safety and Violence Prevention Act	1,000.00
Title I Part A: Parent Involvement	801.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	73,320.00
2000-2999: Classified Personnel Salaries	1,371.00
4000-4999: Books And Supplies	39,848.00
5000-5999: Services And Other Operating Expenditures	13,500.00

## 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	37,882.00
4000-4999: Books And Supplies	0709	22,331.00
5000-5999: Services And Other Operating	0709	13,000.00
1000-1999: Certificated Personnel Salaries	3010	28,209.00
2000-2999: Classified Personnel Salaries	3010	1,071.00
4000-4999: Books And Supplies	3010	15,499.00
1000-1999: Certificated Personnel Salaries	4035	1,657.00
4000-4999: Books And Supplies	4035	82.00
	4203	3,700.00
1000-1999: Certificated Personnel Salaries	4203	680.00
4000-4999: Books And Supplies	4203	327.00
1000-1999: Certificated Personnel Salaries	District Funded	4,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
5000-5999: Services And Other Operating	District Funded	500.00
1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	300.00
2000-2999: Classified Personnel Salaries	School Safety and Violence Prevention Act	300.00
4000-4999: Books And Supplies	School Safety and Violence Prevention Act	400.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	592.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	209.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	108,953.00
<b>Goal 2</b>	2,709.00
<b>Goal 3</b>	16,227.00
<b>Goal 4</b>	2,850.00
<b>Goal 5</b>	1,000.00

## 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
Stacey Russell	X				
Sue Martinak			X		
Jessica Platz		X			
Trevor Smith		X			
Rita Nicholson		X			
Virginia Napoli				X	
Bethany Roberts				X	
Andrea Fystro				X	
Chris Summers				X	
Amy Martel				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

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 17, 2017.

Attested:

Stacey Russell

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Andrea Fystro

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

Dana Elementary School  
 School Site Council  
 Meeting Agenda  
 October 2017

Members in attendance:

Administration	P/NP	Staff	P/NP	Parents	P/NP
Stacey Russell	P	Sue Martinak	P	Bethany Roberts	P
		Trevor Smith	P	Chris Summers	P
		Jessica Platz	P	Virginia Napoli	P
		Rita Nicholson	P	Andrea Fystro	P
				Amy Martel	P

Guests:

*Agenda*

1. Call to order
  - \*Introductions
  - \*Roll call. Distribute sign-in sheet.
2. Selection of Representatives
  - Since bylaws changed in 2016 to two years- representatives are the same
    - Russell offered to make any additional changes in the current year, no adjustments verbalized
  - Trevor moves to approve bylaws, Bethany seconds
3. Approval to delegate powers of School Advisory Committee to School Site Council
4. Approval of By-Laws
5. Approval of revised budget 2017-18
  - Review preliminary budget
    - tutors / intervention
    - Chunk for collab/assessment days
    - Chromebooks
    - Only change- counselor (community counselor)- pulled it into supplies and chromebook supplies
      - Didn't seem to be productive last year with inconsistent attendance by the counselor.
      - Frustrating for school counselor
      - Asked about adding additional days for district counselor
  - Grants went through from the district (chrome books)
  - Trevor moves to approve, Amy 2nd
6. Approval of Parent Involvement Policy 2017-18
  - Student achievement
    - Goals- similar to last year
      - MAP/Writing/Math/Reading
  - School Climate
    - Goals
      - Parent involvement- Parent Night
  - Future ready

- Goals
    - 1 to 1 up to 3rd
    - Dreambox and Raz
      - Connects with Investigations
      - Asked about hard data? Have we seen the benefit?
        - Last year was a correlation with their MAP
    - PD/Tech Thursday
    - CUE
  - Organizational excellence
    - Goals
      - Data- leadership is more structured and guiding teams through data analysis
        - Monitor Investigations assessments through online spreadsheet
      - Google
        - Principal goal- 90% pass level 1 google certification
      - Constant Contact from emails/letters
  - Questions about school plan
    - Discussions about whether goals were met last year
    - Principal goes over last year's goals
  - Trevor moves, Bethany 2nds
7. Approval of School Safety Plan
- Same as last year
    - Added piece about reporting out with a list of kids in their room
  - Regulatory items and school specific items
  - Conversations about situational awareness- gates lock, not waiting for the office
  - Asked for questions
    - After school safety plans?
    - Protocol for the regularity of drills
      - Great earthquake drill- whole district is participating
  - Lea moves to approve, Trevor seconds
9. Other Items
10. Parent Compact
- Walk throughs
  - Andrea moves to approve, Trevor seconds

**Record of Voting**

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Elect Andrea Fystro as the SSC chairperson.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Elect Bethany Roberts as the SSC Vice-Chairperson.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Elect Jessica Platz as the SSC secretary.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Delegate the powers of the school advisory committee to the school site council.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Approve by-laws.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Approve Parent Involvement Policy

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Approve revised budget.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

Approve School Safety Plan.

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>
<b>For</b>	1	4	5
<b>Against</b>			

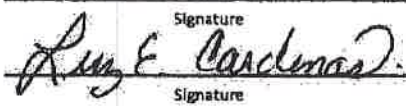
Approve Single Plan for Student Achievement.



**Recommendations and Assurances**



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- 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 17, 2017.

Attested:

<u>Stacey Russell</u> Typed Name of School Principal	 Signature of School Principal	<u>10-17-17</u> Date
<u>Andrea Fystro</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>10-17-17</u> Date