

# The Single Plan for Student Achievement

**School:** Cresson Elementary School  
**CDS Code:** 19647176014997  
**District:** Little Lake City Elementary School District  
**Principal:** Linda Rigg  
**Revision Date:** September 22, 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:** Linda Rigg  
**Position:** Principal  
**Phone Number:** (562) 868-6620  
**Address:** 11650 East Cresson Street  
Norwalk, CA 90650  
**E-mail Address:** lrigg@llcsd.net

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

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## **School Vision and Mission**

### **Cresson Elementary School's Vision and Mission Statements**

#### School Vision:

At Cresson Elementary School, we believe that every person matters and should be treated with respect and kindness in a positive school environment.

#### School Mission:

The shared mission of Cresson Elementary School is to ensure individual success for every student by building a firm educational foundation. To accomplish this, we will partnership with our families and community to provide a mutually-respectful, safe, and well-maintained learning environment, focus on student learning through rigorous, research-based instructional practices, and support students in the development of positive social skills and behaviors.

## **School Profile**

Cresson Elementary School is a neighborhood school nestled in a community that includes single-family homes and apartment complexes. Most of our students either walk to school or are driven by their parents each day. Cresson serves approximately 300 students from Transitional Kindergarten through fifth grade, encompassing a diverse group of learners that includes English Learners, Students with Disabilities, Students in Transition and Foster Youth, and Gifted and Talented Education (GATE) students. Our hard-working, dedicated staff includes eleven general education teachers, three Deaf and Hard of Hearing teachers, special education support staff, interventionists, classroom paraprofessionals, office and custodial staff, and the principal. We enjoy the support of many parent and community volunteers who dedicate countless hours to assist our staff in ensuring that our students receive the best possible educational experiences. Due to the hard work and dedication of our students, parents, and staff, Cresson's state assessment data shows consistent improvement in student academic achievement. In addition, Cresson has been awarded a number of honors, including Campaign for Business and Education Excellence Award, Title I Academic Achievement Award, and the California Gold Ribbon School Award.

Integral in ensuring the success of all of our students is the collaborative process followed by the Cresson staff and community in the development and implementation of our Single Plan for Student Achievement. The yearly process begins with a comprehensive needs assessment conducted through a variety of systems. Input from parents, teachers, classified staff, and students is gathered as part of our annual LCAP review. Information is shared and feedback is provided during our School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, which are held at least five times throughout the year, and serve as a vehicle for evaluating our progress toward the achievement of our annual school goals. We gain valuable input about our school climate and operations from the surveys of parents of first, fourth, and fifth grade students, and from fifth grade students' healthy kids survey. Data Reflection Sessions are an opportunity for teaching staff and the administrator to continuously evaluate student data, identify needs, and make commitments about how they will address these needs. Staff meetings provide another opportunity for professional development, collaboration, and planning so that we can continually strive toward our goals.

## **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).

We use data collected from Parent Satisfaction Surveys, Parent Engagement Surveys, and the Healthy Kids Survey to provide information about programs and their effectiveness. Each spring, parents of our first and fourth grade students complete the Parent Satisfaction Survey. For the 2016-2017 school year, the return rate for this survey was 92% and indicated an overall satisfaction rate of 93%. Cresson scored above 90% in the areas of safe environment, buildings and grounds being kept clean and in good condition, feeling welcomed by staff, communication, and being informed about their children's progress. The school scored slightly lower in the areas of schoolwide discipline policy and being pleased with their child's progress. Since Cresson has made growth in both of those areas according to other indicators, it suggests that we need to improve at our communication with parents regarding how these things are being addressed and the progress we are making.

The Parent Engagement Survey indicates a strong correlation between the level of engagement and the perceived level of priority in communication with the teacher and other school personnel and attendance at school events. It also indicated that there are opportunities for us to grow in the areas of participation in parent education and awareness of opportunities for parent leadership.

The Healthy Kids Survey showed growth from the 2015-2016 school year and the 2016-2017 school year in both school connectedness (82% to 88%) and feeling safe at school (90% to 96%). More than 95% of students indicated that they were happy to be at school, that teachers treated students fairly, adults at school care about them, they were proud to belong to the school, adults at school listen when they have something to say, and that adults at school believe they can do a good job. More than 90% responded that they feel close to people at school, adults at school tell them when they do a good job, and they get to do interesting activities at school.

### **Classroom Observations**

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

District personnel and the site administrator conduct formal and informal classroom observations throughout the school year. Tenured teachers are formally evaluated every other year, and probationary teachers are evaluated annually. During an evaluation year, at least two formal observations of entire lessons are conducted in ELA and math. Informal observations and walk-throughs are conducted throughout the school year and are part of the site administrators routine duties. During these short observations, the administrator frequently has a set target for the observation, which has been communicated to the staff, such as math talk, checking for understanding, EL strategies, close reading, or a specific district-determined data point. These formal and informal observations provide data and information which will help determine further professional development needs. They may also provide information for discussion during DRS.

### **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)

During our Data Reflection Sessions, teachers, site administration, and interventionists meet in a Professional Learning Community to analyze data, monitor student progress, to group students for RtI, and plan classroom and Response to Intervention (RtI) instruction and focus areas. The data that is collected and analyzed includes state assessment data (SBAC, CELDT, CAST, CAA), district benchmark information, district reading (DRA, BRI) and writing assessments, classroom assessments, and student work. During the data analysis, particular attention is paid to the progress of the students in our subgroups, our English Learners, our Students with Disabilities, our Socioeconomically Disadvantaged students, and our Foster Youth and In Transition students. Students are closely monitored for growth, possible redesignation from English Learner to Proficient English, and for additional supports, such as before/after school tutoring or social-emotional support.

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

Curriculum-embedded assessments and progress monitoring assessments (PMA's) are created by district and site teams and are used by individual teachers and grade level collaborative teams to monitor student progress on grade level standards. These assessments are aligned to the district pacing guides, and predetermined assessments are entered into Illuminate or Edulastic. The information is used to monitor progress, determine areas for growth, and guide instruction.

### **Staffing and Professional Development**

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

All of our instructional staff meet the criteria for "highly qualified".

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

All Cresson teachers hold the appropriate credential for their current assignments. Professional development opportunities exist at both the site and district level to address ongoing educational goals. The district has scheduled three days of professional development to address the Next Generation Science Standards. In addition, release time has been arranged for grade levels to work with the math coaches. A primary and an upper grade math lead teacher have been selected to receive additional training so they can provide support to their site. The EL coordinator and site administrator will attend Thinking Maps training and will provide professional development at the site level in these strategies. The SALT members will provide leadership in the facilitation of professional collaboration directed at improving student achievement. The site also has three science lead teachers who will attend additional professional development in NGSS.

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

Little Lake City School District continually collects and analyzes a variety of data uses this information to offer professional development to staff that is research-based, aligned to the California State Standards, and based on identified needs. During the past two school years, the district professional development to address the need to focus on the area of mathematics instruction, as indicated by the data. In addition, members of Cresson staff worked with the district math coaches, either as a grade level or individually, to enhance their knowledge and understanding of mathematical skills and strategies and their implementation of these strategies with their students. Particular attention was given to strategies related to number sense and math talk. For this school year, district staff development will be focused on Next Generation Science Standards. Cresson staff will also focus on the new ELD standards and strategies for working with English learners.

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

Teachers receive support through formal and informal observations and feedback by the administrator, collaboration time through DRS, and support from district staff and consultants. Cresson staff has taken advantage of opportunities to work with math coaches to enhance their understanding and implementation of math instruction. In addition, Cresson staff benefited from three years of coaching support on CELL/ExLL strategies. As part of the DRS process, grade level teams, the principal, interventionists, and the Think Together coordinator collaborate together regarding effective instructional strategies and lesson planning. Math coaches periodically participated in DRS sessions to provide specific support in the area of math instruction.

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

Cresson teachers collaborate by grade level in regularly in two ways. On Wednesday of each week, students are dismissed early. Two Wednesdays of every month are specifically dedicated to grade level collaboration and planning. Teachers monitor student progress, and plan lessons aligned to their grade level standards and the district pacing guide, creating assessments, and scoring writing assessments using the district rubrics. During the bi-weekly DRS sessions, which last ninety minutes, teachers meet with grade level colleagues in a professional learning community focused on analyzing student data to monitor progress and plan instruction and interventions.

### Teaching and Learning

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

Cresson teachers use curriculum, instructional strategies, and materials that are research-based, rigorous, and aligned to the California State Standards and district pacing guides. We are in early implementation of the Next Generation Science Standards and the new ELD standards.

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

Cresson instructional staff strictly adhere to the recommended two hours of reading/language arts instruction and one hour of mathematics instructions, as evidenced by daily schedules and administrator observation.

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

District pacing guides and the school's schedule ensure that intervention can take place across grade levels on a daily basis. Kindergarten through second grade students participate in Response to Intervention or enrichment in reading/language arts four days per week. Third through fifth grades participate in intervention or enrichment in reading/language arts and/or math four times per week. The intervention and enrichment groups are created based on data and directed at specific gaps or needs.

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

Standards-based instructional materials are available to students in all demographic groups in both general and special education. Supplemental researched-based materials that align with the California standards and district-adopted strategies are available for intervention during small group instruction, Rtl, and tutoring.

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)

Cresson's instructional staff uses instructional materials that are SBE adopted and aligned to the California State Standards and district expectations, during core instruction, small group interventions, and grade level Rtl.

#### Opportunity and Equal Educational Access

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

Underperforming students are served by differentiation and small group support by the classroom teacher, Response to Intervention during the instructional day to fill in gaps and meet specific needs in ELA and/or math, and through additional support, as needed.

14. Research-based educational practices to raise student achievement

Daily instruction at Cresson Elementary is made up of research-based educational practices that align with the California State Standards framework and district expectations. Our ELA instruction is built upon a foundation of CELL/ExLL strategies, which is a comprehensive literacy learning framework. In math, our instruction is based on the standards and the standards of mathematical practice and include math talks and number talks to ensure that students develop the necessary number sense, the ability to use oral and written language in math, and the ability to use a variety of skills and strategies to solve problems. Throughout the day and in all content areas, teachers use research-based strategies to develop strong language skills for our English learners, such as Think-Write-Pair-Share.

#### Parental Involvement

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

Cresson students have access to Stone Soup, which provides before and after school care, THINK Together, which provides an after school program that includes homework help, clubs, field trips, and special events. Cresson offers before and/or after school tutoring for those students who need additional support in reading or math. We have counseling available through the district and through Turning Point. Little Lake City School District offers the support of two Family Liaisons, who facilitate connecting students and families to outside resources. In addition, the district offers parent education opportunities throughout the school year.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Cresson Elementary has an active PTO and SSC/ELAC, which are consulted and asked for input regarding the planning, implementation, and ongoing evaluation of programs and use of resources to support students. The District has DAC/DELAC and the LCAP Central Committee that serve in a similar capacity.

#### Funding

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

LCAP and Title I funds enable us to provide additional support for underperforming students in a variety of ways. Interventionists are hired to allow us to create small leveled groups during our Rtl time. With these funds, we are also able to offer before/after school tutoring, a school counselor, increased access to technology, and professional development and collaboration time to address the needs of specific students.

18. Fiscal support (EPC)

Refer to budget report.

## Description of Barriers and Related School Goals

### Identified Barriers and Related Goals:

Approximately 35% of our students are English Language Learners and must learn English along with the content standards for their grade levels. Teachers will continue to receive professional development in order to address the new EL standards in both designated and integrated ELD. Those teachers who have not already participated in the ELD cohort instruction will do so this school year. The EL coordinator will provide ongoing support to teachers regarding teaching language functions for the grade spans.

More than 80% of our students are eligible for free or reduced lunch. Some of our families struggle to provide for the basic needs of their families. We will provide all necessary school materials, and we will offer additional resources as they are available.

Our average daily attendance is 96.51% percent, which is an increase over prior year's but is still short of our goal of 97%. We will increase attendance by continuing to offer attendance incentives, communicating with parents and students regarding attendance, participating the the ACT program, and following through with the SART process.

Our SBAC data shows an overall continued upward trajectory in both ELA and math, but shows the need to continue to focus on specific instructional areas and groups of students to ensure that we are showing growth for all students and closing the achievement gap for our subgroups. Looking at our data, we have identified Reading and Listening as areas of particular focus for improvement in ELA and Reasoning as the area of focus for math.



## 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	61	46	35	59	45	34	58	45	34	96.7	97.8	97.1
Grade 4	45	61	46	45	60	46	45	60	46	100.0	98.4	100
Grade 5	57	42	57	56	40	57	56	40	57	98.2	95.2	100
All Grades	163	149	138	160	145	137	159	145	137	98.2	97.3	99.3

\* 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	2384.6	2415.3	2415.9	14	24	11.76	12	27	38.24	25	16	17.65	47	33	32.35
Grade 4	2429.5	2435.2	2458.2	18	18	21.74	9	18	23.91	27	22	30.43	47	42	23.91
Grade 5	2492.3	2500.5	2491.9	14	15	17.54	30	40	26.32	30	20	22.81	25	25	33.33
All Grades	N/A	N/A	N/A	15	19	17.52	18	27	28.47	28	19	24.09	39	34	29.93

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	16	20	17.65	33	44	44.12	52	36	38.24
Grade 4	18	18	6.52	33	40	73.91	49	42	19.57
Grade 5	14	18	22.81	54	53	49.12	32	30	28.07
All Grades	16	19	16.06	40	45	56.20	44	37	27.74

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	12	29	20.59	45	29	47.06	43	42	32.35
Grade 4	20	13	26.09	31	53	54.35	49	33	19.57
Grade 5	18	25	28.07	55	48	50.88	27	28	21.05
All Grades	16	21	25.55	45	44	51.09	39	34	23.36

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	10	11	17.65	53	71	61.76	36	18	20.59
Grade 4	4	7	8.70	76	78	69.57	20	15	21.74
Grade 5	16	15	12.28	68	63	61.40	16	23	26.32
All Grades	11	10	12.41	65	72	64.23	25	18	23.36

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	16	33	26.47	47	36	44.12	38	31	29.41
Grade 4	13	15	28.26	56	48	41.30	31	37	30.43
Grade 5	27	33	22.81	55	48	49.12	18	20	28.07
All Grades	19	26	25.55	52	44	45.26	29	30	29.20

**Conclusions based on this data:**

1. Cresson experience a growth of 13% in students meeting or exceeding the standard in ELA from 2014/15 to 2015/16, but remained stagnant from 2015/16 to 2016/17, showing neither increase or decline.
2. There is overall growth in the students scoring above standard on the claims, with the exception of reading, which showed growth from 14/15 to 15/16, but a slight decline from 15/16 to 16/17.
3. Listening and reading are our lowest-scoring areas, which indicates that they need to be areas of focus for our SALT school implementation plan.

## 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	61	46	35	58	45	34	58	45	34	95.1	97.8	97.1
Grade 4	45	60	46	45	59	46	45	59	46	100.0	98.3	100
Grade 5	57	42	57	56	40	57	56	40	57	98.2	95.2	100
All Grades	163	148	138	159	144	137	159	144	137	97.5	97.3	99.3

\* 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	2405.5	2414.9	2410.0	10	18	2.94	22	27	44.12	31	22	20.59	36	33	32.35
Grade 4	2456.6	2461.4	2487.3	9	15	32.61	24	22	23.91	36	34	21.74	31	29	21.74
Grade 5	2467.0	2502.2	2511.4	13	13	22.81	4	18	24.56	36	43	21.05	48	28	31.58
All Grades	N/A	N/A	N/A	11	15	21.17	16	22	29.20	34	33	21.17	39	30	28.47

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	31	8.82	47	31	50.00	38	38	41.18	
Grade 4	20	20	41.30	31	37	32.61	49	42	26.09	
Grade 5	13	15	35.09	27	50	24.56	61	35	40.35	
All Grades	16	22	30.66	35	39	33.58	49	39	35.77	

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	16	29	14.71	45	31	61.76	40	40	23.53
Grade 4	13	19	30.43	42	47	47.83	44	34	21.74
Grade 5	11	15	26.32	36	50	40.35	54	35	33.33
All Grades	13	21	24.82	41	43	48.18	46	36	27.01

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	16	31	14.71	55	53	52.94	29	16	32.35
Grade 4	22	20	28.26	53	53	43.48	24	27	28.26
Grade 5	11	20	17.54	46	45	50.88	43	35	31.58
All Grades	16	24	20.44	52	51	48.91	33	26	30.66

**Conclusions based on this data:**

1. Over the past three years, Cresson has experienced growth in overall math scores from 27% met and exceeded standard to 51% met and exceeded standard.
2. Cohort groups (third grade to fourth grade and fourth grade to fifth grade) showed growth from the 15-16 school year to the 16-17 school year.
3. Math claims data indicates an overall upward trajectory. There was a slight decline in Communicating Reasoning from 2015-2016 to 2016-2017. The other two claims (Concepts and Procedures and Problem Solving & Modeling/Data Analysis) show consistent growth.

## 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
<b>K</b>	25			75		14		50	86		25			25	
<b>1</b>	8	6	12	25	44	18	50	31	47	17	13	12		6	12
<b>2</b>		13	7	29	20	47	41	47	27	29	13	20		7	
<b>3</b>	5			5	36	9	52	36	55	24	29	36	14		
<b>4</b>	12	5	18	12	43	36	59	38	27	18	14	18			
<b>5</b>	22	19		28	56	61	39	19	33	11	6	6			
<b>Total</b>	10	8	6	21	38	34	46	35	42	19	15	15	3	3	3

#### Conclusions based on this data:

1. Cohort data indicates that students are increasing in CELDT levels from year to year.
2. The majority of our EL students are in the intermediate and early advanced levels, which indicates that students in these levels need our particular focus to move them toward proficiency and redesignation.
3. The district redesignation tool needs to be completed for each student and shared with teachers, parents, and students so that instruction and effort can be placed on those particular goals.

## 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
<b>K</b>	3		4	14	11	13	24	43	33	34	21	21	24	25	29
<b>1</b>	8	6	11	23	41	17	46	29	50	15	12	11	8	12	11
<b>2</b>		13	7	28	20	47	39	47	27	28	13	20	6	7	
<b>3</b>	5			5	36	9	55	36	55	23	29	36	14		
<b>4</b>	12	5	18	12	41	36	59	36	27	18	14	18		5	
<b>5</b>	25	19		25	56	61	40	19	33	10	6	6			
<b>Total</b>	8	6	6	17	32	30	42	36	37	23	16	18	10	10	9

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by: 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Redesignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

**SCHOOL GOAL #1:**

## Student Achievement

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

**Data Used to Form this Goal:**

CASSPP data in ELA and math in grades 3-5, CELDT data, PFT assessment in fifth, district common assessments in ELA and math, site assessments

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

The analysis of this data suggests that although we are experiencing growth, there remains a need to increase student achievement in both ELA and math. SBAC data shows a drop in fifth grade ELA. Overall, the ELA scores are slightly lower than our math scores, suggesting that ELA needs to be an area of greater focus. We met our AMAO 1 and 2 goals and redesignated 11 students to fluent English.

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

Our data and instructional program will be monitored over time by the site administrator and instructional staff during Data Reflection Sessions and staff meetings, and addressed with community stakeholder groups through School Site Council.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 All teachers will follow the district pacing guides to address the California State Standards across all content areas and collaborate to plan instructional units and monitor student progress.	August 2017 - June 2018	Principal, Teachers	Data Reflection Sessions will be conducted biweekly to allow teachers and the principal to analyze data to monitor progress and identify instructional needs, plan upcoming instruction, group students for Rtl, and engage in professional development.	None Specified	District Funded	
			Arts for All staff will provide biweekly art, music, and PE instruction for students while their classroom teachers engage in DRS.	None Specified	District Funded	
			The Library Media Specialist will staff the library and support literacy development for all students.	2000-2999: Classified Personnel Salaries	District Funded	
			Supplemental materials and supplies will be purchased to support implementation of the California State Standards. (Scholastic News, Studies Weekly, RAZ Plus licenses, miscellaneous materials as needed)	4000-4999: Books And Supplies	LCFF - Supplemental	9834

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 All teachers will use district-adopted, research-based instructional strategies, with a focus on CELL/ExLL and Close Reading strategies in ELA, Math Talks and Number Talks in mathematics, and the use of Crosscutting Concepts in science. Professional development related to these specific areas will be provided as needed by district and site staff, as well as attendance of select conferences.	August 2017 - June 2018	Principal, Teachers	Teacher will be provided with release time to engage in professional collaboration with district coaches and grade level colleagues to engage in site-based professional development, create standards-based progress monitoring assessments (PMA's), share instructional strategies, and to plan rigorous, standards-based lessons aligned to the district pacing guides.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6924
			Professional development opportunities will be provided at the site and district level. (Math coaches, Science TOSA, ELD Cohorts, UCLA science	1000-1999: Certificated Personnel Salaries	Other	
			Professional literature and resources will be purchased as needed to support our areas of focus.	4000-4999: Books And Supplies	LCFF - Supplemental	200
			Student Achievement Leadership Team (SALT) will meet periodically to analyze data and monitor our focus on our School Implementation Plan for 2017-2018.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Professional development opportunities will be provided through	5800: Professional/Consulting Services And Operating	LCFF - Supplemental	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 A multi-tiered system of intervention will be implemented to ensure that the specific learning needs of every student is met	September 2017 - May 2018	Principal, Teachers, Interventionists	Interventionists will be hired to support Response to Intervention (Rtl), which will occur four days per week and address ELA in grades K-3 and ELA and math in grades 4-5.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	62,958.
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46,417
			General education summer school will be offered to provide academic support and enrichment to targeted students.	1000-1999: Certificated Personnel Salaries	District Funded	
			Student Study Team will monitor student progress and provide recommendations for interventions and supports.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Before/After School Tutoring will be offered to students as needed to fill in instructional gaps, with particular focus on EL students and students in foster care or in transition.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6556

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 All Cresson instructional staff will engage in rigorous instructional practices to address the new ELD standards and support our English Learners in the development of English proficiency through designated and integrated ELD. The focus of instruction for both ELD and ALD will be the district-identified target Language Functions, which will be addressed across grade levels and content areas.	September 2017 - May 2018	Principal, Teachers	Professional Development will be provided to all teachers. (ELD cohorts, EL coordinator support and training, teacher planning time)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Specific Language Functions will be incorporated into daily instruction during designated and integrated ELD, according to the district pacing and assessment guides.	None Specified	None Specified	
			English Learner progress toward proficiency will be monitored according to district criteria, and recommendations for redesignation will be made when the criteria is met.	None Specified	District Funded	
			EL Coordinator will attend monthly district meetings and assist in monitoring data, providing instructional support, and overseeing the site ELD program.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Technology will be used to support and enhance student learning in all content areas.	August 2017 - May 2018	Principal, Tech TOSA	Technology TOSA support will include professional development and instructional modeling to teachers on a biweekly basis.	1000-1999: Certificated Personnel Salaries	District Funded	
			Students will participate in technology based instruction provided by the Technology TOSA on a biweekly basis.	1000-1999: Certificated Personnel Salaries	District Funded	
			Ongoing support and repair for technology, software, network, and supplies will be provided to support instruction.	2000-2999: Classified Personnel Salaries	District Funded	
1.6 Physical education instruction will be implemented for 200 minutes every ten days across all grade levels to support student physical fitness and health.	August 2017 - May 2018	Principal, Teachers	The principal will monitor PE minutes through observation, lesson plans, and the collection of CAL 200 PE minute verification forms.	None Specified	None Specified	
			Itinerant PE teacher will provide standards-based instruction to students biweekly.	1000-1999: Certificated Personnel Salaries	District Funded	
			Arts for All PE teacher will provide standards-based instruction to students while teachers engage in DRS.	1000-1999: Certificated Personnel Salaries	District Funded	

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Conditions for Learning</b>
<b>LEA/LCAP GOAL:</b>
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
<b>SCHOOL GOAL #2:</b>
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
<b>Data Used to Form this Goal:</b>
Facilities walkthroughs/inspections, FIT information, work order completion, personnel information regarding staff qualifications, instructional materials checklists, IEP information about transportation, inventory of supplies
<b>Findings from the Analysis of this Data:</b>
The facilities are maintained regularly to ensure that they remain in excellent repair, staff members are highly qualified for their positions, students have access to required instructional materials, transportation is offered to students as stated in IEP's, and need for basic supplies and services are met.

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

The data and information mentioned above will be monitored and evaluated by site administrator, certificated and classified staff, and district staff, and any needs will be addressed promptly to ensure that conditions for learning remain excellent for our students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 All students and staff will have access to the basic supplies and services necessary to support student learning.	August 2017 - June 2018	Principal, Staff	Purchase orders for materials	0000: Unrestricted	General Fund	11801
2.2 Cresson Elementary School provides a safe, clean and orderly learning environment for all students and staff.	August 2017 - June 2018	Principal, Custodian, Staff, District Director of Maintenance	Administrator facility walk-throughs will be conducted periodically to monitor the overall maintenance and upkeep of the school facilities.	None Specified	District Funded	
2.3 Students will instructed by a highly-qualified teacher.	August 2017 - June 2018	Principal, Assistant Superintendent of Personnel Services	Hire and retain highly qualified teachers.	1000-1999: Certificated Personnel Salaries	District Funded	
2.4 Students will have access to district-adopted California State Standards aligned textbooks and/or instructional materials.	August 2017 - June 2018	Principal, Assistant Superintendent of Educational Services	Purchase adopted books and materials, and any supplemental materials	4000-4999: Books And Supplies	District Funded	
2.5 Transportation will be provided to students who have an IEP that specifies this service.	August 2017 - June 2018	Principal, Director of Special Education and Pupil Services	Provide transportation for students in Special Education whose IEP's specify this service.	None Specified	District Funded	

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Stakeholder Engagement</b>
<b>LEA/LCAP GOAL:</b>
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none"><li>1. Parent Survey Response Rate</li><li>2. Parent Satisfaction Survey Rate</li><li>3. Parent Engagement Rate (District and Site SMART Goals)</li><li>4. Student School Connectedness Rate (Grades 5 and 7)</li><li>5. Attendance Rate</li><li>6. Chronic Absenteeism Rate</li><li>7. Middle School Dropout Rate</li></ol>
<b>SCHOOL GOAL #3:</b>
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none"><li>1. Parent Survey Response Rate</li><li>2. Parent Satisfaction Survey Rate</li><li>3. Parent Engagement Rate (District and Site SMART Goals)</li><li>4. Student School Connectedness Rate (Grades 5 and 7)</li><li>5. Attendance Rate</li><li>6. Chronic Absenteeism Rate</li><li>7. Middle School Dropout Rate</li></ol>
<b>Data Used to Form this Goal:</b>
Parent Satisfaction Survey, Parent Engagement Rate Survey, School Connectedness Survey, Attendance data



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

Student Connectedness Survey indicated that students felt connected and safe at school, and there has been improvement in the rates of both over last year. We can grow even further by increasing student decision-making opportunities. The Parent Engagement Survey indicated strong correlation between level of engagement and level of priority in the areas of communication and attendance at school events. There is room for growth in the areas of parent education opportunities and awareness of parent leadership. The Parent Satisfaction survey indicated two areas for growth, schoolwide behavior and student progress. Since we have experienced growth over time in both areas, the discrepancy may be in the effective communication with parents about our schoolwide discipline policy and our student progress.

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

We will monitor the data on future surveys and will endeavor to conduct our own data collection throughout the year regarding the needs mentioned above, through the PBIS team, PTO, School Site Council. Teachers will also address some of these topics at Back-to-School Night and parent conferences. Information about education and leadership opportunities will be communicated more frequently and in a variety of ways - newsletter, flyers, website, social media, phone messages, etc.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Increase parent engagement and satisfaction by strengthening home-school communication and providing increase opportunities for parents to participate in social, classroom support, and leadership opportunities.	August 2017 - June 2018	Principal, Staff, Parent Groups	Analysis of parent satisfaction and engagement surveys will be conducted and shared to address needs indicated on the survey regarding parent education and leadership opportunities.	None Specified	None Specified	
			Back-to-School Night, Open House, Engineering Night, Reading Nights, Family Literacy, etc. will be held to keep parents informed about their children's education.	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Family Events (Harvest Carnival, Winter Program, Talent Show, Spring Multicultural Celebration, etc.) will provide parents involvement opportunities	4000-4999: Books And Supplies	Title I Part A: Allocation	600
			Provide opportunities for parent leadership through PTO, SSC, ELAC.	None Specified	None Specified	
			Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.	0000: Unrestricted	General Fund	250
			Offer childcare to enable attendance at events.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	225
			Maintain website with current information.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	286
			Supply refreshments for	None Specified	LCFF - Supplemental	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 We will increase student connectedness by building student-staff relationships, providing counseling and support to targeted students, teaching and reinforcing schoolwide behavior expectations, and planning highly engaging experiences for students.	August 2017 - June 2018	Principal, Staff, Students	Counselor support will be provided to students as needed to support positive mental health.	1000-1999: Certificated Personnel Salaries	District Funded	
			Monthly spirit events will be planned to increase student connectedness and motivation.	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			The PBIS team will plan and facilitate school-wide expectations, events, and training to support positive adult and student relationships and foster student connectedness and safety.	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			Awards assemblies will be held and awards given to encourage attendance, positive behaviors, and student effort and achievement.	4000-4999: Books And Supplies	LCFF - Supplemental	815
			Field trips will be provided for grade levels to support classroom instruction.	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			Assemblies will be planned to support instruction and increase student motivation and connectedness.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2685
			We will promote school spirit with our school spirit Fridays.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 We will monitor, promote, and support student attendance.	August 2017 - June 2018	Principal, Staff, Parents, Students	Attendance incentives and recognition will be planned, such as monthly and trimester awards, classroom trophies, and prizes.	4000-4999: Books And Supplies	LCFF - Supplemental	500
			ACT	None Specified	None Specified	
			There will be communication as needed with students and families regarding the importance of attendance and attendance concerns.	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: School Climate</b>
<b>LEA/LCAP GOAL:</b>
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
<b>SCHOOL GOAL #4:</b>
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
<b>Data Used to Form this Goal:</b>
Suspension data, expulsion data, Students School Safety Survey, Parent Safety Survey
<b>Findings from the Analysis of this Data:</b>
Cresson had zero suspensions and zero expulsions last year. Student and parent surveys indicated that students feel safe at school. We will continue to implement PBIS, alternatives to suspension, and No Bully at our school site. We will use any available data to monitor our success and any needs. We will conduct Solution Team as needed. We will offer counseling services to students who need mental health support.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will collect and analyze data regarding behavior via SWIS and our ODR's, Solution Team data, and Power School information. We will communicate regularly with our counselors and staff regarding students who need additional support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 All aspects of the school climate will be monitored and addressed to ensure student safety and connectedness.	August 2017 - June 2018	All staff, students	Analysis of Healthy Kids Survey indicate that students feel safe at Cresson. We will use any additional data, such as SWIS, to ensure this is maintained and enhanced.	None Specified	None Specified	
			Schoolwide PBIS expectations will be taught, reinforced, and monitored to promote safety and positive student relationships.	None Specified	None Specified	
			Alternatives to suspension will continue to be used to address behavior concerns.	None Specified	None Specified	
			Counselors (district and Turning Point) will provide support to students to target students in the areas of social and emotional wellness and development.	1000-1999: Certificated Personnel Salaries	District Funded	
			No Bully will continue to be implemented and Solution Team meetings conducted as needed to address any issues of bullying.	None Specified	None Specified	
			CHAMP tickets will be used to promote and reinforce schoolwide behavior expectations. Daily and monthly drawings will be held for prizes.	None Specified	None Specified	





## Planned Improvements in Student Performance

### School Goal #5

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

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

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

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Mathematics, Science, HSS, ELD SBAC CELDT, ELPAC</b>
<b>SCHOOL GOAL #1:</b>
<p>Student Achievement</p> <p>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:</p> <ol style="list-style-type: none"> <li>Smarter Balanced Assessments in ELA and Mathematics in grades 3-8</li> <li>District assessments in ELA and Math in grades K-2</li> <li>CST in science: grade 5. Science District Benchmarks: grades 6,7and 8</li> <li>District assessments in history/social science in grades 6-8</li> <li>Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)</li> <li>Redesignation rates for ELs</li> <li>Academic Performance Index-API (as developed by the CDE)</li> <li>Physical Fitness Tests in grades 5 and 7</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 The district will provide Arts for All instructors to provide music, art, and PE for students while teachers participate in DRS collaboration in order to plan differentiated instruction for students.	Sep. 2017- May 2018	Educational Services Dep.	a team of Arts for All instructors will provide music, art and PE instruction to students at all elementary sites. Each school will have a team at their site one day per week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,516.
				2000-2999: Classified Personnel Salaries		7,936.
				3000-3999: Employee Benefits		36,048.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 The district will support Data Reflection Sessions at the middle schools in order to review student work and most current assessments. Interventionist will place students in either support or enrichment courses for the following six weeks based based on their specific needs.	August 2017-June 2018	Middle School Interventionist 40% FTE at Lakeside 60% FTE at Lake Center Middle School	Interventionist will review ELA and Math assessment data every six weeks. Based on most current information, students will be place on a Targeted ELA or Mathematics course for six weeks. Students that do not need the additional support will be placed in a Science or HSS Enrichment course for the following six weeks. This process is completed five times per year. Interventionist will also meet with students individually to set goals and monitor progress.  Budget reflected at each site	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.3 Common Planning time	Sep. 2017 - February 2018	Educational services	The district will provide three days of training for all teachers. Elementary teachers will focus NGSS, Middle school teachers will focus on Writing Across the Disciplines, Special Education teachers will focus on writing across all content areas. all Music and PE teachers will receive PD in their specific content. Dates will be September 1, 2017, October 13, 2017 and February 9, 2018.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	238,670.77	
				1000-1999: Certificated Personnel Salaries		86,329.23	
1.4 Instructional Technology	Sep. 2017- June 2018	Ed. Services / Business and Technology Departments	The district will coordinate instructional technology instruction as well as coordination of purchases of technology devises to support instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	83,653.	
				3000-3999: Employee Benefits		LCFF - Supplemental	35,509.
				4000-4999: Books And Supplies		LCFF - Supplemental	55,838.
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,193.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Grade Level Collaboration	Sep. 2017-June 2018	Educational Services Dep.	The district will provide Itinerant PE teachers to provide PE instruction to students while teachers are given time to collaborate with their grade level peers. Each site will be assigned a PE teacher to work with students all day. Principals will create a schedule for them to follow.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	190,019.
				1000-1999: Certificated Personnel Salaries		63,805.
1.6 Summer School	Feb. 2018-July 2018	Educational Services Dep.	Educational Serv. Department staff will plan and implement summer school program for targeted students in grades 2nd-7th grade	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	69,020.
				2000-2999: Classified Personnel Salaries		4,010.
				3000-3999: Employee Benefits		18,036.
				4000-4999: Books And Supplies		8,325.
				5000-5999: Services And Other Operating Expenditures		25,609.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.7 Instructional Coaches	Aug. 2017-June 2018	Educational Services Dep.	Mathematics Instructional Coaches will provide support to teachers and principals and provide training for teachers, administrators, Interventionist, THINK Together staff and parents	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	261,005.	
				3000-3999: Employee Benefits		LCFF - Supplemental	108,375.
1.8 Technology Specialist	August 2017-June 2018	Educational Services Dep.	Technologist Specialist will provide technology instruction to elementary students and teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	214,115.	
				3000-3999: Employee Benefits		LCFF - Supplemental	81,158.
1.9 AVID EL	July 2017- June 2018	Middle School Principals	AVID Excel teachers will provide specially designed instruction to Long Term English Learners in 7th and 8th grade students at Lake Center and Lakeside	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,111.	
				3000-3999: Employee Benefits		LCFF - Supplemental	3,889.
				5000-5999: Services And Other Operating Expenditures		Title III Part A: Language Instruction for LEP Students	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 ELD Specialist / ELD Support Plan	August 2017-June 2018	Educational Services Dep.	ELD Training and support will be given to all teachers as they implement integrated and designated ELD	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59,292
			EL Monitoring Doc. Preparation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	40,158
			ELD Training - Ivannia Soto	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	15,000
1.11 Science Specialist	August 2017-June 2018	Educational Services Dep.	Teachers will receive training and support as from the district Science Specialist as they implement the NGSS standards	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	85,437.
				3000-3999: Employee Benefits	LCFF - Supplemental	34,563.
1.12 RSP Teachers	August 2017-June 2018	Director of Special Education Principals	RSP teachers will provide additional support for targeted students in all core content area	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	201,661.
				3000-3999: Employee Benefits	LCFF - Supplemental	90,620.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Interventionist and Support for Elementary Sites	Sep. 2017-June 2018	Educational Services Dep. Personnel Department Principals	Certificated interventionist will provide support in ELA and Math to targeted students in all elementary students Budgets for interventionist reflected in each site school plan			
Library Access for Students	August 2017-June 2018	Principals	Students will have access to check out books from their school library	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	157,584.
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,396.



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>
<p>Conditions for Learning</p> <p>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:</p> <ol style="list-style-type: none"> <li>100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)</li> <li>Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.</li> <li>Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)</li> <li>Student transportation, as required by IEPs and safety criteria (allocated funds)</li> <li>Basic Supplies and Services</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Maintenance of Facilities	July 2017- June 2018	Director of Maintenance	Facilities will be maintained and monitored using the FIT tool	1000-1999: Certificated Personnel Salaries	General Fund	338,658.
				3000-3999: Employee Benefits	General Fund	173,000.
				4000-4999: Books And Supplies	General Fund	148,000.
				5000-5999: Services And Other Operating Expenditures	General Fund	138,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Qualified Staff	July 2017-June 2018	Assistant Superintendent of Personnel Principals	Appropriately qualified staff will be hired for all positions necessary throughout the school year	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  5000-5999: Services And Other Operating Expenditures	LCFF - Base  LCFF - Base  LCFF - Base  LCFF - Base	17,236,491.  4,426,994.  8,448,844.
2.3 Basic Supplies and Services	July 2017-June 2018	Assistant Superintendent of Business Principals	Students will have access to school supplies as needed throughout the year	4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures	General Fund  General Fund	396,551.  3,514,966.
2.4 School Transportation	July 2017-June 2018	Director of Special Education Educational Services Dept.	Selected students will receive home to school transportation	5000-5999: Services And Other Operating Expenditures	General Fund	922,368.
2.5 Standards Aligned Materials	July 2017-June 2018	Assistant Superintendent, Educational Services	All students will have access to all core content adopted textbooks, and supplemental materials	4000-4999: Books And Supplies	General Fund	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>
<p>Stakeholder Engagement            Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):</p> <ol style="list-style-type: none"> <li>1. Parent Survey Response Rate</li> <li>2. Parent Satisfaction Survey Rate</li> <li>3. Parent Engagement Rate (District and Site SMART Goals)</li> <li>4. Student School Connectedness Rate (Grades 5 and 7)</li> <li>5. Attendance Rate</li> <li>6. Chronic Absenteeism Rate</li> <li>7. Middle School Dropout Rate</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Parent Involvement	August 2017-June 2018	Educational Service Department	Parents will be provided multiple opportunities for participation in: Courses through Cerritos College, such as ESL, GED and Technology. as well as many parent training workshops throughout the year	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,400
				4000-4999: Books And Supplies	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Parent Surveys	February 2017-May 2018	Educational Service Department	Parent Surveys will measure parent satisfaction as well as parent engagement. Surveys will be collected from parents throughout the district			

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>
<p>School Climate            School Climate will be conducive to effective teaching and learning, as measured by (metrics):</p> <ol style="list-style-type: none"> <li>1. Suspension Rate</li> <li>2. Expulsion Rate</li> <li>3. Student School Safety Survey Rates (Grades 5 and 7)</li> <li>4. Parent Safety Survey Rate</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Elementary/Middle School Counselors	August 2017-June 2018	Director of Special Education	Counseling services will be provided for targeted students at all schools	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	362,373. 132,782.
4.2 Alternatives to Suspension	August 2017-June 2018	Director of special Education and Pupil /services	all schools will participate in Positive Behavior Interventions and Supports training	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental	26,009 4,791 29,200

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	12,051.00
LCFF - Supplemental	94,983.00
Title I Part A: Allocation	47,017.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	12,051.00
1000-1999: Certificated Personnel Salaries	123,141.00
2000-2999: Classified Personnel Salaries	225.00
4000-4999: Books And Supplies	14,449.00
5000-5999: Services And Other Operating Expenditures	2,685.00
5800: Professional/Consulting Services And Operating	1,200.00
None Specified	300.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	12,051.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	76,724.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	225.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,849.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,685.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,200.00
None Specified	LCFF - Supplemental	300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46,417.00
4000-4999: Books And Supplies	Title I Part A: Allocation	600.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	134,089.00
<b>Goal 2</b>	11,801.00
<b>Goal 3</b>	8,161.00

## 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
Linda Rigg	X				
Michelle Bremner		X			
Melissa Ramirez		X			
Helena Jaime		X			
Maria Gonzalez			X		
Veronica Astudillo				X	
Dolores Bustamante				X	
Ivette Bedolla				X	
Elizabeth Oregel-Martinez				X	
Monica Lopez				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

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 .

Attested:

Linda Rigg

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

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

\_\_\_\_\_  
Date

Melissa Ramirez

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

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

\_\_\_\_\_  
Date